| General Outcome | **1** | *Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.* | **1.1** Discover and Explore |
|---|---|---|---|

**Specific Outcome**

**Express Ideas**

*Students will be able to:*

**1.1.1** make personal observations and talk about them.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students observe daily weather (temperatures, storms, etc.) and contribute to a class weather chart.

- Students make a class graph about who has specific things in the house.

| | 1 | 2 | 3 |
|---|---|---|---|
| *Schlafzimmer* *Fernseher* *Computer* *Telefon* | | | |

- Students talk about their weekend plans and activities and give examples.

- Y-chart: Students discuss a topic and record their observations on how an object looks, feels, and sounds.

*Was fühle ich?*

*Was höre ich?*

*Mein Teddybär*

*Was sehe ich?*
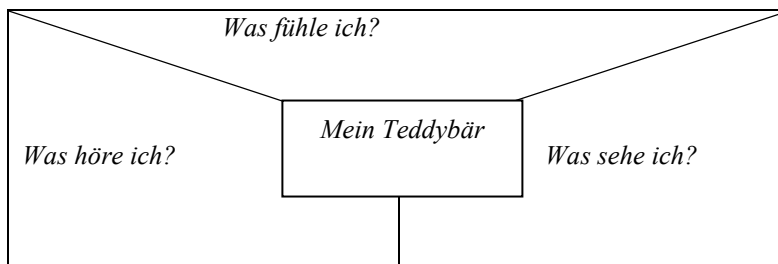
- In pairs, students collect words and/or pictures related to a topic or text and talk about what they have collected.

- Sharing Circle: Students share personal experiences.

- After quiet reading (library book), students share personal observations about what they have read.

- Before reading a new story, do a KWL (WML) chart asking students to talk about personal observations, set goals about what they would like to learn, and, at the end, sum up what they have learned.

**Express Ideas**

*Students will be able to:*

**1.1.1** make personal observations and talk about them. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– share personal observations, experiences, ideas, and feelings with another student?
– share personal observations, experiences, ideas, and feelings in small groups?
– make personal observations?
– make predictions about what will happen in a story or event?
– listen to others' ideas, opinions, and predictions?
– respond to others' ideas, opinions, and predictions in conversations and class discussions?

☐ **Checklists/Rubrics**

With or without the students, develop checklists or rubrics that reflect observations made during various class activities. In addition, make notes of student accuracy. Date and record the context of the observations, and review data to note progress and to guide individual conferences.

> ### *Erfahrungen beschreiben—Lehrerkontrollliste*
> *Inhalt*
> *Der Schüler/Die Schülerin:*
> – *kann persönliche Beobachtungen auf Deutsch beschreiben*
> – *kann in einer Kleingruppe persönliche Ideen und Gefühle ausdrücken*
> – *kann sich die Gefühle oder Ideen anderer anhören*
> – *kann sich auf andere Menschen einstellen und enstprechend antworten*
> ### *Mündlicher Ausdruck*
> – *Lautstärke*
> – *Blickkontakt*
> – *Anzahl an Sätzen*
> – *Reihenfolge der Sätze*
> – *angebrachtes Thema*
> – *Genauigkeitsgrad der Grammatik*
> – *Sprechgeläufigkeit*

☐ **Anecdotal Records**

Record observations during students' informal interaction to note how they describe personal observations, predictions, experiences, and feelings. Date and record the context of the observations. (See Appendix E).

☐ **Conferences**

Interview students (and record these interviews) at different times during the year.

General Outcome **1**

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

**1.1** Discover and Explore

GRADE
**2**

**Specific Outcome**

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** ask for others' ideas and observations to help discover and explore personal understanding.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write up interview questions based on the 6W questions, *Wo/Was/Wann/Wie/ Warum/Wer* or on yes/no questions.

- Students survey classmates ("*Magst du Eis*?") for food preferences, sort data, and make a graph.

- Page of Personal Questions: Students go around asking questions until they find someone who says "yes" (e.g., "*Trinkst du gern Milch"?*). They write the name of the student who answers "yes." Then ask, "*Wer trinkt gern Milch?*" Students give the names of the students they asked.

- Students conduct interviews with a classmate to find out his or her preferences.
  – *Lieblingsfarben*
  – *Lieblingstiere*
  – *Lieblingssport*
  – *Lieblingsessen*

  **Extension**: Visit another class and interview them.

- Students prepare an interview to find out about the professions or living arrangements in families of students in other classes.
  1. *Wohnst du in einem Hochhaus …*
  2. *Wo arbeitet dein Vater?*
  3. *Wo arbeitet deine Mutter?*

- Students brainstorm a topic with a partner and then share ideas with the larger group.

- Students write letters to students in Germany asking personal questions and providing personal information.

- Students learn expressions that show consideration for others' ideas (e.g., *Gute Idee!! Das finde ich gut!*).

- Create a survey question with the students and graph the answers (e.g., responsibilities at home— connects to social studies).

**Consider Others' Ideas**

*Students will be able to:*

**1.1.2** ask for others' ideas and observations to develop own personal understanding.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– ask various types of questions to explore personal understanding?
– listen to others' ideas?
– listen to others' observations?
– use others' ideas to extend personal ideas?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Anecdotal Records**

Use observation forms to note behaviours as students role-play, interact with each other, and engage in conversations while working on projects. Note examples of behaviour that show consideration for others' ideas.

☐ **Self-Assessment**

Students fill out a self-assessment after conducting interviews. For example,

– My partner understood my questions—Yes or No.
– I repeated my question in different ways if the partner did not understand.
– I asked the questions freely without reading them off the sheet.

☐ **Video Recordings**

Record students while they are making presentations, participating in role-plays, or working on an activity.

---

## SAMPLE **RESOURCES**

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

**1.1** Discover and Explore

GRADE
**2**

### Specific Outcome

**Experiment with Language**

*Students will be able to:*

**1.1.3** use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students make storyboards or stick puppets to help then in retelling familiar stories and rhymes. The *Bärenspaß* cut-out stick puppets can be used.

- Students read a story and then draw pictures of the story on an overhead transparency. They use the pictures to share the story with others.

- Students work in groups to improvise a presentation based on a favourite fairy tale or poem in which the characters react in a different or unexpected way (e.g., *Aschenputtel's* stepmother treats *Aschenputtel* just like her own daughter, and the wolf in "*Rotkäppchen*" is friendly).

- After a field trip, students record their experiences by drawing and captioning a poster or writing a list of their activities.

- Students, in small groups, research animals' hearing abilities. They categorize animals as having large, medium, small, or no ears. As a follow-up, they can create a poster about animal ears.

- Students, in small groups, look at a recipe to bake something, act out the vocabulary, and then bake their recipe.

- Students look at menus. They then make their own menu and act out a restaurant dialogue.

- Students write a letter to mom and dad for Thanksgiving, in German, listing all the things they are thankful for.

- Students prepare personal timelines to depict memorable events in their lives.

- Students use a digital camera to capture experiences or events in school. Students can later make a personal yearbook using entries from their journal or other personal writings.

- Students make a collage of pictures or magazine cut-outs showing what they did during the summer.

**Experiment with Language**

*Students will be able to:*

**1.1.3**   use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.  *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- express familiar experiences, ideas, and information?
- elaborate on these experiences and information by using a variety of forms to organize ideas?
- participate and contribute positively during classroom conversations?
- communicate clearly?

☐ **Checklists**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and then review the checklists to note progress over time.

☐ **Journals/Reflection Logs**

Students keep a list of the forms they created and how they feel about each one. Periodically review the log to assess whether students grasp the idea that information can be organized and expressed in a variety of ways.

☐ **Conferences**

Ask students how they shared ideas and information in class. Provide positive feedback and support to help students develop and expand ways to organize and share familiar experiences, ideas, and information.

☐ **Portfolios**

In an inquiry, discuss with students their strategies for organizing and the variety of forms used. Talk about choices made, captions used in pictures, and forms employed to relate information.

## SAMPLE **RESOURCES**

- German menus
- Simple story books and fairy tales
- *Mücki Magazine*
- *Bärenspaß* puppets in workbook

General Outcome

**1**

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

**1.1** Discover and Explore

**Specific Outcome**

**Express Preferences**

*Students will be able to:*

**1.1.4** explain why an oral, literary, or media text is a personal favourite.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In a modelled situation, students discuss their favourite animated movies and share what particular elements made these movies so appealing (e.g., characters, special effects, music, suspense).

- Following an example from the teacher, students make a mobile of their favourite story including characters, setting, and favourite part.

- Students make a story cube and present the story. The teacher makes a Cloze generic sheet: *Meine Lieblingsgeschichte ist (Titel). Der Autor heißt (Name). Der Hauptcharakter heißt (Name).*

- After reading and/or listening to a variety of stories, students create a book jacket of a favourite book.

- Photocopy the front cover of the students' favourite book. Students write a sentence about what they most enjoyed about the book or why the illustration was chosen for the front cover.

- Students design a new cover for a favourite story.

- Students act out a favourite story (e.g., *Little Red Riding Hood*). Tell the story and have the students repeat their lines and act it out.

- Each day, the class members take a turn choosing and presenting their favourite song and/or poem for the class to listen to.

- Students bring a series of pictures of something they wish to share with the class and explain what the series is about.

- Post and maintain a list of the various texts experienced by the class. Students rate the texts using a star system.

- Students keep track of materials read in class, at home, and from the library. Dscuss with the students their lists.

**Specific Outcome**

**Express Preferences**

*Students will be able to:*

**1.1.4** collect and share favourite oral, print, visual, and multimedia texts. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- choose a variety of texts?
- name favourites?
- give reasons for selecting texts as favourites?
- share favourites willingly?
- share favourites confidently?
- expand preferences upon others' recommendations?

### ☐ Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and reviews the checklists to note progress over time.

### ☐ Reading Logs

| *Schülername:* | | |
|----------------|-----------|---------|
| *Buchtitel* | *Autor* | *Datum* |
| | | |
| | | |

### ☐ Conferences

Conference with individual students, discussing their preferences for a particular author, illustrator, form, or genre.

### ☐ Peer Conferences

Students can share their favourite book and reading log with a partner.

---

## SAMPLE **RESOURCES**

- Story books by:
  - Eric Carle
  - Leo Leoni

- Fairy Tales

- *Mücki Magazine*

| General Outcome **1** | *Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.* | **1.1** Discover and Explore |
|---|---|---|

**Specific Outcome**

**Set Goals**

*Students will be able to:*

**1.1.5**   choose to speak, read, write, and represent in German.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- At a note-writing centre, students choose from a variety of stationery, vocabulary, and/or expressions to create notes for family, classmates, etc.

- Students reread favourite stories or engage in choral readings and Readers' Theatre.

- Students take home German books regularly for home reading.

- Students act out a story after learning it in the larger group.

- Students bring in a stuffed animal or other toy to use in conversation with another student.

- Set up a pen-pal program with students in Germany or in another bilingual school. They plan the first letter to write together.

- A student chooses to read to the class cards sent or made by others. The class then makes some cards in return.

- Have the students think and talk about how they became a reader and share this with a partner.

- Students set goals for themselves as readers or writers using reading or writing strategies (see Appendix D).

**Set Goals**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
–  express his or her own ideas?
–  participate as an author?
–  participate as an illustrator?
–  participate as a reader and audience in interactions with text?
–  show an awareness of accomplishments?
–  describe successful accomplishments in all areas of language arts?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Conferences**

Conference with students to determine how they view themselves as readers, writers, and illustrators. Ask students to:
–  share the work they have written
–  describe their work completed as illustrators
–  tell about strategies they use as readers, writers, and illustrators
–  explain why they use the strategies
–  explain how they used the feedback from their classmates during peer assessment
–  identify specific accomplishments
–  reflect on successes
–  review others' judgement of their work and use the results of the assessment to set goals for future projects

---

## SAMPLE **RESOURCES**

•  Library books

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

**Specific Outcome**

### Develop Understanding

*Students will be able to:*

**1.2.1** connect new information, ideas, and experiences with prior knowledge and experiences.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to a story about a topic. They then add new information from the story to a classroom web or chart.

- After viewing the photographs or reading a book, the class discusses, in German, similar activities or feelings, such as:
  - I remember feeling like that when… (*Ich habe mich auch einmal so gefühlt als...*
  - Our school… *(Unsere Schule...)*

  This activity is modelled by the teacher.

- After reading a book about a particular animal, students prepare a checklist about their own experience with those animals.

- Students brainstorm ideas that demonstrate what they know and what they want to learn. Ideas can be placed on a graphic organizer (e.g., T-chart).

| *Was ich schon weiß* | *Was ich wissen möchte* |
| --- | --- |
| | |

- Choose a theme (e.g., animals, clothes). Students brainstorm words that suit the theme. Record this for all to view graphically.

- Box of Clues: Collect three or four artifacts that can be linked to the story that will be read, viewed, or listened to. Take out each artifact in turn and ask students to identify it. Students briefly discuss possible connections to the story.

- Students view a display of words or pictures related to a text they will be listening to, viewing, or reading. Students will chant the words together and then add their own words and pictures to further extend and connect their background knowledge.

**Develop Understanding**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– access prior knowledge?
– have sufficient prior knowledge?
– access personal experiences?
– share ideas?
– connect prior knowledge and personal experiences with new ideas?

### ☐ Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

### ☐ Anecdotal Records

Record observations to show examples of students making connections between prior knowledge and experiences, and new knowledge. Include information regarding the extent of:

– prior knowledge and experience
– connections between new experiences and prior knowledge
– recording of connections
– gaps in knowledge and experience

### ☐ Conferences

Through discussion, determine students' skills at accessing prior knowledge and making the links to previous experiences and other text. To elicit connections to the text, students are asked questions such as:

– What do you think this will be about?
– Why do you think that?
– What do you already know about this topic?
– What does this remind you of in your own life?
– Does this remind you of another story? movie? video?

Provide feedback when students make appropriate connections.

### ☐ Portfolios

Collect work samples over time, which demonstrate that students are connecting new information, ideas, and experiences to their prior knowledge and experiences. Date all samples.

General Outcome **1**

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

**1.2** Clarify and Extend

**Specific Outcome**

### Explain Options

*Students will be able to:*

**1.2.2**   explain new experiences and understanding.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share a new experience (e.g., swimming or learning to ride a bike) by telling their story to the class.

- Students create a storyboard displaying illustrations and captions that explain new concepts and experiences.

- Students sketch their thoughts while listening to a text. They then share their sketches with a partner adding ideas and details based on their discussion.

- Following an example, the students find the main idea in a story.

- Students describe a field trip following a model provided by the teacher.

- Before reading, students make a prediction about what the story is about (illustrate and label). During reading, students can add images and labels. After reading, students can work with a partner, discuss, review, and make adjustments to their understanding of the story.

**Explain Optionss**

*Students will be able to:*

**1.2.2** explain new experiences and understanding. *(continued)*

---

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

**Focus for Assessment**

Does the student:
- explain new knowledge and understanding of concepts?
- provide clear, accurate explanations of his/her understanding?
- give examples of concepts?
- explain relationships between concepts?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Conferences**

Conference with students about work samples such as Venn diagrams, panel stories, and concept panels on listen/sketch/draft, in order to determine their abilities to explain new experiences and understandings. Date and note context of conference.

☐ **Portfolios/Work Samples**

Collect work samples that demonstrate student knowledge and understanding of different concepts. Have students date all work samples, using given criteria or frame sentences.

---

SAMPLE **RESOURCES**

- Story books from the library

General Outcome **1**

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

**1.2** Clarify and Extend

**Specific Outcome**

**Combine Ideas**

*Students will be able to:*

**1.2.3** arrange ideas and information to make sense.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After viewing a video on an animal, students provide facts about the animal. Then they come up with ways to categorize those facts, such as what the animal looks like, what the animal eats, and what the animal does.

- After brainstorming the topic of food, the students help the teacher put the list into categories of fruit, vegetables, meats, etc.

- Provide students with a picture story and matching captions (mixed up), which students must arrange and put in order.

- Students discuss different activities they do throughout the year and arrange these in categories of seasons.

- Students arrange sentences about eating habits into categories of "healthy" and "unhealthy."

- After listening to a story, students demonstrate new learning and organization through the use of storyboard, flannel board, puppets, and skits. They may also use computer-generated stories, collages, dioramas, or murals to present the story in a new form.

- Students work in groups to represent the same piece of text in different ways (e.g., Readers' Theatre, skits, drawings, collages, etc.). They discuss their representation with others.

- Students take cut up comic strips that are out of sequence. Students reorder them and present the story to a small group.

- Display a Venn diagram, a chart, a timeline, or other visual organizer. Students decide which organizer to use to represent the key points in a text they hear or read.

**Combine Ideas**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

- arrange ideas and information in an organized way?
- use a variety of organization structures?
- use organizational structures appropriate for the information or ideas?
- arrange ideas meaningfully in narrative text?
- arrange ideas meaningfully in informational text?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Conferences**

Meet with students to review their work samples and in particular the organizers they used to arrange the information gathered.

- How did you organize your ideas?
- Why did you choose a _____ to represent your ideas?
- Do you think this was a good choice? Why?
- What do you want others to know about this topic?
- Could you have arranged your ideas in another way to make sense?

Add this information to the student's portfolio to note progress over time.

☐ **Portfolios**

Select work samples that demonstrate growth in the organization of ideas and information. Note evidence of progress that occurs over time in organization and development of concepts.

---

## SAMPLE **RESOURCES**

General Outcome **1**

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

**1.2** Clarify and Extend

GRADE
**2**

**Specific Outcome**

### Extend Understanding

*Students will be able to:*

**1.2.4** ask basic questions to make sense of experiences.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- During a game of guessing a secret object, students ask basic questions (e.g., *Welche Farbe hat es? Ist es groß? Ist es rund? Kann man es essen?*).

- Students play *Bingo für Neugierige* asking classmates questions to which they answer *Ja/Nein*. All questions are on a "bingo" page. As students find classmates who answer with a "yes," they write their names down in one of the squares. The winner has all squares filled in with names.

- Students conduct a survey of their classmates to find out more about them.

- Depending on the topic, students can interview a staff member, family member or community worker. Students must first generate a series of questions.

- Students play "*Wer bin ich?*" with professions. Questions are written on chart paper (e.g., *Arbeiten Sie in der Schule, im Krankenhaus?*). Students take turns being 'a profession,' while classmates ask the questions.

- Post chart paper and record the questions students would like to explore while studying a particular topic.

- Depending on the topic, students interview a staff member, family member, or community worker. Students must first generate a series of questions.

- Present ten objects in a bag, and then hide one of them. Students guess which object is missing by asking, *Ist es <u>der Kuli</u>*?

- Invite students to practise asking questions by involving them in a game of 20 Questions.

**Extend Understanding**

*Students will be able to:*

**1.2.4**   ask basic questions to make sense of experiences. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– demonstrate a curiosity and question ideas and observations?
– ask questions to make sense of his/her own life and experiences?
– ask questions to clarify instruction?
– ask questions to elicit information ?
– extend thinking through asking questions?
– demonstrate self-questioning?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Anecdotal Records**

Observe students as they participate in the activity and note the extent to which they are able to ask basic questions to make sense of experiences (see Appendix E).

☐ **Self-Assessment**

Provide students with a self-assessment sheet after the student has conducted an interview.

– *Meine Fragen sind klar.*
– *Man versteht meine Fragen.*
– *Man beantwortet alle meine Fragen.*
– *Ich verstehe alle Antworten.*

---

## SAMPLE **RESOURCES**

General Outcome *2*

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

**2.1** Use Strategies and Cues

**Specific Outcome**

**Prior Knowledge**

*Students will be able to:*

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

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Read a story (e.g., *die Olchis*). Students make a list of what the *Olchis* eat and compare the list to what they like to eat).

- Prior to a discussion about cats, students begin a KWL (WML) chart, recording what they know, want to know, and what they learned after finishing the article.

- Students use a Venn diagram to compare and contrast aspects of German, Austrian, and Swiss culture with Canadian culture (e.g., family life, Christmas, meal times, etc.).

- Assemble a collection of pictures, words, or key terms from the text that students will be reading or hearing. Students examine the collection, make personal connections, and try to predict what they will read or hear.

- After reading only the title of a text or looking at the illustration, students make predictions about the text. Students explain why they made their predictions.

- Students prepare a Story Map arranged chronologically (*am Anfang, mitten drin, am Ende*) or thematically (*Hauptperson, Problem, Lösung*).

GRADE
2

Specific Outcome

**Prior Knowledge**

*Students will be able to:*

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

r

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– make connections among texts, prior knowledge, and previous experiences?

☐ **Observation Checklists**

Use Observation Checklists to assess students' abilities to make connections among prior knowledge, personal experiences, and a variety of texts.

☐ **Anecdotal Records**

Make a note of areas where students have considerable prior knowledge, topics, or concepts that require clarification and where gaps exist.

☐ **Conferences**

Meeting one-on-one with the student, review a graphic organizer such as a KWL (WWL) chart done in class. With the individual student's input and through discussion, determine the student's ability to access prior knowledge and make the links to previous experiences and other texts. Other graphic organizers will serve the same purpose. When looking at work samples together, have students talk about how they made connections between prior knowledge, texts, and personal experiences.

☐ **Portfolios**

Assess students' work to observe links among prior knowledge, experiences, and texts (e.g., review anticipation guides and story maps such as before, during, and after).

☐ **Work Samples**

Assess students' work samples to observe connections among texts, prior knowledge, and personal experiences. For example,

– review sketches that represent prior knowledge
– review journal entries, reading logs, and written responses to determine whether students are making connections among different texts, prior knowledge, and their own personal experiences.

## SAMPLE **RESOURCES**

- *Die Olchies*

General Outcome **2**

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

**2.1** General Comprehension Strategies

**Specific Outcome**

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students can guess the ending to a story.

- Students look at the cover of a book and guess what the book will be about.

- Students ask questions to clarify understanding.

- Before reading or listening to a text, guide the students to make predictions about it. After the reading, students draw conclusions about the text and respond by retelling, writing, dramatizing, or drawing. They compare their predictions with their retellings for further comprehension.

- Students retell their reading and viewing experience by creating a Story Vine or props that show the main ideas of the story.

- Students sketch their thoughts while listening to the text. They share sketches with a partner and discuss ideas they may have missed.

- Read the students a story. After it is complete, put a Cloze passage of the story on the overhead projector. Use a Cloze procedure to model the comprehension process for the students. This activity shows the importance of rereading and the use of cueing systems in constructing meaning.

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** anticipate meaning, recognize relationships, and draw conclusions; and use a variety of strategies to confirm understanding. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- access prior knowledge?
- set a purpose for listening, reading, or viewing?
- confirm predictions by referring to the text?
- adjust predictions while interacting with text?
- make viable inferences based on the text?
- participate in mini-strategy lessons?
- make and explain conclusions?
- use a variety of strategies to monitor understanding?
- reread when the text does not make sense?
- use knowledge of story structure to comprehend narrative text?

### ☐ Checklists

Develop comprehension checklists based on the Focus for Assessment criteria. Include the context of the observations and the text used, and date all entries. Review data to note progress over time.

### ☐ Conferences

Conference with students to assess knowledge, skills, strategies, and attitudes. During the conferences, ask the following questions:
- Did you know something about the topic before reading?
- Did you know why I was reading?
- Did you predict what the text was about?
- Were your predictions correct?
- Did you change your predictions when you needed to?
- Did you make good conclusions?
- Did you read "between the lines" to understand what the author was trying to tell you?

*(continued)*

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

**2.1** General Comprehension Strategies

GRADE
**2**

**Specific Outcome**

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Teacher's Notes**

**Comprehension Strategies**

*Students will be able to:*

**2.1.2** anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding. *(continued)*

---

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

☐ **Retellings**

Retellings are effective tools for assessing students' comprehension of oral, literary, and media texts. Ask students to listen to, read, or view a text and orally recall it. Before observing the retelling, develop an assessment template.

Retellings can be cued or not. Use rubrics to describe the students' level of performance and place these in the students' portfolios.

In retelling, is the student able to:

– explain anticipated meaning?
– recognize relationships?
– draw conclusions?
– self-correct understanding, using a variety of strategies including rereading for story sense?
– recall the beginning, middle, and end of the story?
– use story elements to cue recall?

---

SAMPLE **RESOURCES**

General Outcome **2**

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

**2.1** Use Strategies and Cues

**Specific Outcome**

**Textual Cues**

*Students will be able to:*

**2.1.3** use textual cues to construct and confirm meaning.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students look at a labelled map of the school:

  Student 1:  This must be "*die Toilette*" because it's by the front door.
  Student 2:  And the word starts with "T".

- A student says, "This story begins with '*Es war einmal...*' I think it's a fairy tale."

- A student looks at the book cover and says, "I think this book is about _____."

- Cloze Activity with Pictures in the Blanks: '*Mücki*! Magazines have many such wonderful activities. For example,

  *Das 👧 wohnt in einem 🏠 .*

- Students learn text structure. Guide students in locating and using textual cues such as titles, headings, tables of contents, indexes, glossaries, graphics, illustrations, and signal words. This can be done using an overhead transparency of a table of contents, index, etc. Ask students, "Where might you locate information on _____?" or you can ask, "What information might you find on page __?"

  Model and provide guided practice to help students recognize the use of audiovisual cues in media texts. There are seven key textual cues in media text. Prior to viewing an animated cartoon, students receive a list of media cues such as *Farbe, Beleuchtung, Bewegung, Ton, Rhythmus* Each time they note a change in any of these features, they add a check mark. The class discusses when the some of these changes occurred and why.

- Ask the students to sketch a scene from the cartoon that holds a number of features critical to the plot. The class discusses why each element was placed there and how its presence contributes to the storyline.

- A series of audio clips is played. As soon as students can tell what type of clips it is (e.g., sporting event, weather report, adventure story, lottery numbers, train station), they raise their hands. The class discusses which audio cues helped identify the type of text.

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- use textual cues, with teacher assistance, to construct and confirm meaning while reading, viewing, and listening?
- recognize textual cues in reading?
- recognize textual cues in viewing?
- recognize textual cues in listening?
- participate actively and with enjoyment in repeating patterns and rhymes?
- demonstrate use of patterns in his/her composing of text?

☐ **Observation Checklists**

Observe students as they interact with text, and create a checklist to assess whether students are able to use textual cues such as story models and titles to construct and confirm meaning.

☐ **Portfolios**

Have students place copies of original text in their portfolios that show knowledge of textual cues and story patterns. Textual cues such as titles and repetitive patterns are highlighted with coloured markers.

☐ **Conferences**

Conference with students to determine how they use textual cues to confirm and construct meaning in oral, literary, or media texts, as well as to determine whether they use textual cues in composing texts as they speak, write, or represent.

## SAMPLE **RESOURCES**

- *Mücki* magazine

- Krauß, S. and M. Mai. *Mein erster Schultag - Ein Lesebilderbuch*. Ravensburger Verlag. 2000. ISBN 3-473-33776-5

- Animated cartoons such as *Janosch* or *Right from the Heart*. National Film Board (wordless)

General Outcome **2**

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

**2.1** Use Strategies and Cues

**Specific Outcome**

**Cueing Systems**

*Students will be able to:*

**2.1.4** use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read a short Cloze passage from an overhead projector. They suggest words to fill in the blanks. Record all suggestions and lead a discussion about the appropriateness of each word suggested.

- Students, in pairs or small groups, are given a list of basic sight words. Given 15 minutes, they find as many of those words as they can in classroom books.

- Students are given new words to sound out using previously learned skills.

- Students discuss and brainstorm a list of cognates (e.g., *Maus, Haus, Hand, Land*). They discuss how these words are similar and different in both languages.

- Students participate in a daily shared reading. The class reads charts, big book, or text on the overhead either together or following along as the teacher reads.

- Students create Personal Dictionaries when they come across interesting words when reading.

- SPLASH: Students will refer to the splash word identification strategy chart on the wall when encountering unknown words:

  **S**kip the word.
  **P**redict. What word makes sense here?
  **L**ook for parts you know.
  **A**sk: Is it like a word I already know?
  **S**ay the parts and blend them together.
  **H**elp. Ask someone.

- Students create nonsense words from a list of provided phonograms. Students then pronounce the word and everyone guesses at the spelling. Then the student puts the word in a sentence that enables the class to understand the meaning through context.

- Record students reading a text and respond to comprehension questions.

**Cueing Systems**

*Syntactic Cues*: Refer to word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.
*Semantic Cues*: Refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.
*Graphophonic Cues*: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.
*Pragmatic Cues*: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

**Cueing Systems**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- use semantic (meaning), syntactic (word order), and graphophonic (sound-symbol) cues?
- read for meaning, monitor, and self-correct?
- demonstrate fluency when reading?
- read with expression?

☐ **Anecdotal Notes**

Observe and record the students in authentic contexts to assess comprehension and to determine how
they integrate cues to construct and confirm meaning. Keep anecdotal records over time to help
identify students' strengths and challenges, and indicate where further support is needed.

☐ **Running Records**

Record students' oral reading behaviours as they read text, and analyze to determine their use of
cueing systems.

---

## SAMPLE **RESOURCES**

General Outcome **2**

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

**2.2** Respond to Texts

**Specific Outcome**

**Experience Various Texts**

*Students will be able to:*

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read text with a partner and then chorally in a large group.

- Students listen to stories during Carpet Time.

- Students listen to familiar stories and read in target language (e.g., *Rotkäppchen*).

- Students record their own stories and then share them.

- Read an article about an animal from *Mücki*. Students listen and answer true/false questions about what they hear.

- Students produce a book of riddles and share these with the class (e.g., *Man kann mich trinken. Ich habe viele Vitamine. Was bin ich? (Orangensaft)*).

- Buddy Reading: Students read with older or younger students in the school.

- Keep a running list of texts the class has experienced on a personal genre/form sheet.

- Video-record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

- Do an Author Study. Students listen to, read, and discuss a variety of books by one author.

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

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

**Experience Various Texts**

*Students will be able to:*

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

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- join in to recite a poem or other text?
- participate in music and rhythms?
- sustain focused attention?
- provide responses that indicate not only involvement, but that the student has interpreted the meaning conveyed in the story, video, or song?
- choose a variety of forms and genres?
- contribute personal or cultural traditions to class discussions?
- choose a number of books, recordings, films, and videos that expand his/her experiences with forms and genres?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. The checklists can be reviewed to provide feedback to students and parents and guide classroom instruction.

☐ **Anecdotal Records**

Keep notes on students' participation in shared activities. Does the student
- repeat chorally?
- listen during story time?
- understand new information?

☐ **Self-Assessment**

Students keep a running list of the titles of songs, books, or videos they see in class and check off which genre they are using. Students decide which genres are missing from their list.

## SAMPLE **RESOURCES**

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

**2.2** Respond to Texts

GRADE
**2**

**Specific Outcome**

**Connect Self, Texts, and Culture**

*Students will be able to:*

**2.2.2** discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn about *Karneval* in German, French, and Spanish parts of the world (discussion in English). Then students learn and present *Karneval* poems, stories, or role-plays.

- Students compare how people live (housing, food, clothing) in Germany and Canada. They can also compare lifestyles of people living in rural areas of Manitoba with urban communities, or the traditions in various ethnic groups in Manitoba and other parts of Canada. Make Venn diagrams to compare and contrast their hometown with a community that has been studied in class.

- Students write emails to German students asking questions about home, school, and family life. They share information when they get a response.

- Students listen to various multicultural songs (e.g., from Global Village, CBC Radio) and discuss how traditional instruments are made of locally available materials. Students improvise a song with instruments made of items found in the classroom.

- Students read stories set in different countries and find cultural details that differ from stories set locally.

**Connect Self, Texts, and Culture**

*Students will be able to:*

**2.2.2** discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- share personal experiences with others?
- relate ideas in texts to personal experiences?
- relate ideas in texts to previous experiences with other texts?
- relate ideas in texts to family traditions?
- demonstrate an understanding of cultural and community differences?
- recognize and appreciate diversity of other communities and cultures?

☐ **Response Journals**

Review students' journal entries to determine their skills in sharing personal experiences and cultural traditions. Note how students relate their experiences to texts read or viewed in class.

☐ **Anecdotal Records**

Observe activities in which students compare their lives with those of others from different communities and cultures portrayed in texts. Observations should be dated and include the context in which observations were made.

---

## SAMPLE **RESOURCES**

- *Mücki* magazine

---

General Outcome **2**

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

**2.2** Respond to Texts

**Specific Outcome**

**Appreciate the Artistry of Texts**

*Students will be able to:*

**2.2.3** identify and express the feelings of people in oral, literary, and media texts.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students role-play songs and nursery rhymes as someone reads or retells them.

- Students, in pairs, look at some art reproductions or magazine pictures and label them (e.g., happy, sad, scary).

- Students are shown adjectives that express feelings. They draw faces depicting those feelings.

- Students play Simon Says, showing different expressions (e.g., *Macht ein trauriges Gesicht*).

- In choral reading, students use voice, tone, rate, intonation, and expression to help convey the characters' feelings.

- Invite students to dress like book characters and retell a part of the story from the character's point of view.

- At the top of the page, students write a character's name from a story that was read to them. They cut pictures from old magazines that represent aspects of the character and glue them on the page.

**Appreciate the Artistry of Texts**

*Students will be able to:*

**2.2.3** identify and express the feelings of people in oral, literary, and media texts.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– identify people's feelings based on their actions? Why was the person happy, mad, sad, worried, nervous?
– recognize characters' and people's feelings in oral, literary, and media texts?
– identify varieties of text that display feelings through stories, music, and illustrations—texts that express the authors' and illustrators' feelings?

☐ **Portfolios**

Collect work samples over time that demonstrate a growing understanding of characters' feelings.

☐ **Rating Scales**

Students rate the intensity of emotion displayed by characters they encounter in oral, literary, or media texts. Verify one aspect of text comprehension by examining student ratings.

|  | sehr | ziemlich | kaum | etwas | gar nicht |
|---|---|---|---|---|---|
| traurig | | | | | |
| enttäuscht | | | | | |

---

## SAMPLE **RESOURCES**

General Outcome **2**

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

**2.3** Understand Forms and Techniques

**Specific Outcome**

**Forms and Genres**

*Students will be able to:*

**2.3.1** recognize that information and ideas can be expressed in a variety of forms and texts.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Display a variety of texts around the class. Students view and then write a number corresponding to each (e.g., *Wo ist ein Gedicht? ein Brief, ein Rezept?*).

- Groups of students share information about caterpillars. One group creates a poster using a computer publishing program. Another group creates a diorama of the caterpillar's habitat while another does a dramatization.

- After listening to a story about a certain subject (e.g., snow, watching a video about it, and reading from an encyclopedia), students talk about what they have learned about snow and why they prefer a particular media text.

- Students create a simple class newsletter incorporating a variety of genres (e.g., stories, information text, poetry, songs, news reports, photo journals, recipes, cartoons, riddles/jokes, games, letters, puzzles).

- Explore non-fiction and fiction writing. Compare and contrast the two types of writing. Read a fiction book about a particular animal and then a non-fiction book about the same animal (e.g., *Im März darfst du mich wecken*).

**Forms and Genres**

*Students will be able to:*

**2.3.1** recognize that information and ideas can be expressed in a variety of forms and texts. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– browse through and read a variety of forms and genres?
– search for ideas in a variety of forms and genres of oral, literary, and media texts?
– recognize that the same information can be represented in many different forms?

☐ **Checklists**

Develop an outcome-based checklist.

☐ **Conferences**

Conference with students using a specific form or genre that is familiar to them to determine whether they can identify the distinguishing features of a piece of text. Provide feedback and encouragement. Observations are dated.

☐ **Portfolios**

Collect different pieces of student work and assess how information is presented in different ways.

## SAMPLE **RESOURCES**

- *Im März darfst du mich wecken,* Dorothee Raab, James Preller, 1996.

General Outcome **2**

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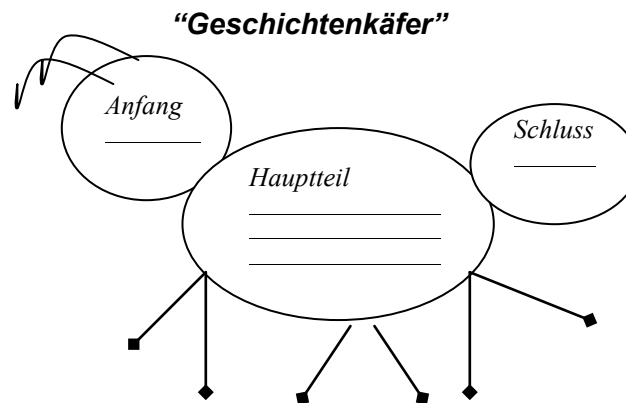
**2.3** Understand Forms and Techniques

**Specific Outcome**

**Techniques and Elements**

*Students will be able to:*

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use an appropriate shape, such as a castle or forest, divided into three sections, to represent the beginning, middle, and end of fairy tales.

- Students use visuals to help them remember the idea of beginning, middle, and end.



*"Geschichtenkäfer"*

*Anfang*

*Hauptteil*

*Schluss*

- Two students use presentation software to write their story. They use six slides: two for the beginning, three for the middle, and one for the ending.

- Character pictures: After listening to a story, students draw the main characters and attach speech to depict events in the story.

- Working in a group, students rewrite a story in which the new character is different from the original. All other elements stay the same.

- Write brief statements on cards from the beginning, middle, and end of familiar stories. The cards are shuffled and pairs of students must group them correctly.

**Techniques and Elements**

*Students will be able to:*

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

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- retell the beginning, middle, and end of a text?
- identify main characters?
- represent the beginning, middle, and end of text listened to, read, or viewed?

☐ **Rubrics**

Develop a rubric to use in assessing students' comprehension of the concept of beginning, middle, and end of any story.

☐ **Work Samples**

Collect samples of work, such as character pictures, stories, *Geschichtenkäfer*, and assess a student's ability to comprehend beginning, middle, and end.

## SAMPLE **RESOURCES**

General Outcome **2**

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

**2.3** Understand Forms and Techniques

GRADE
**2**

**Specific Outcome**

**Vocabulary**

*Students will be able to:*

**2.3.3**   explore commonalities in word families to increase vocabulary.

---

### SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students generate word families by listing words that relate to a word pattern such as *Hand, Land, Wand, Rand,* and discuss unfamiliar words in the list.

- Students generate word families by listing words based on the same root word
  (e.g., *laufen, gelaufen, verlaufen, Langlauf, Dauerlauf, Schilauf, Schlittschuhlaufen, hinlaufen, zurücklaufen* or *essen, gegessen, Abendessen, Mittagsessen, Esslöffel, Esszimmer, Lieblingsessen*).

- Students list words that are:
    - identical to their English equivalent
    - one letter different
    - two letters different
    - three letters different
    - completely different

- Students search for certain word patterns in picture dictionaries (e.g., Sch, au, ch, eu, etc.) and record them on a web.

- Circle game: Students must say a word that includes a particular letter combination
  (e.g., sch, ch, au, eu) in turn. Students sit down if they cannot think of one.

**Vocabulary**

*Students will be able to:*

**2.3.3** explore commonalities in word families to increase vocabulary. *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– show ability to sort words into families?
– demonstrate ability to add new words to established families?
– recognize commonalities in words to aid in identification and comprehension?
– show awareness of word families while listening to and reading a variety of texts?
– show evidence of expanded vocabulary while speaking, reading, and writing?
– participate in songs, refrains, and familiar word patterns while listening to or viewing texts?
– show a lively interest in word play, rhyme, and word study while listening to, reading, or viewing text?

☐ **Checklists**

Create a checklist to assess whether students are able to explore commonalities in word families (see Appendix E).

☐ **Anecdotal Notes**

Observe the students engaged in word play and word-study activities as they experiment with building word families. Use these words as an indicator of where support is needed.

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SAMPLE **RESOURCES**

General Outcome **2**

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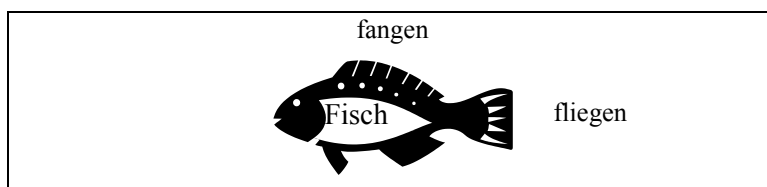
**2.3** Understand Forms and Techniques

**Specific Outcome**

**Experiment with Language**

*Students will be able to:*

**2.3.4** demonstrate interest in the sounds of words, word combinations, and phrases.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- List vowel combinations on one side of the board and consonants on the other. Students list words that contain them. Spell them on the board.

- Students practise tongue twisters, saying them as fast as they can.

- Students practise poems with interesting sounds (e.g., *Schnaddel diedaddel*).

- Students memorize sentences with alliteration. For example,

  *Yoshi Yamomoto aus Yokohama übt Yoga.*
  *Manfred Maus malt Mücki and Max.*
  *Hundert Hasen hoppeln hin und her.*

  Students try to create some of their own.

- Students use word cards and arrange them into sensible sentences.

- Students engage in echo-reading, choral reading, and Readers' Theatre.

- Read pattern books with 1 or 2 line captions. Students can join in on repeated phrases and words.

- Students are given an alphabet letter and find words that start with that letter.

fangen

Fisch           fliegen

- Students brainstorm rhyming words and make short sentences (e.g., *Maus, Haus, Laus, raus. Die Maus und Laus sollen raus aus dem Haus*).

- Students write a sound common to a list of words (e.g., *ei*). Dictate words that have that sound (e.g., *mein, dein, fein, sein, Bein*).

- Students search for words that contain a certain sound (e.g., *sch, ei, ch*) in picture dictionaries.

- Students make bookmarks that feature a certain sound and draw a picture cue beside each one (e.g., *au—Auto*).

**Experiment with Language**

*Students will be able to:*

**2.3.4**   demonstrate interest in the sounds of words, word combinations, and phrases.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– demonstrate interest by participating in and initiating experiments in language play?
– recognize patterns in a variety of texts?
– predict upcoming words, phrases, and patterns?
– create new variations in known poems?
– recognize authors' techniques in their own writing?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment. The date and context of observations should be included.

☐ **Work Samples**

Collect samples of work to assess students' willingness to experiment with the language.

---

## SAMPLE **RESOURCES**

- *Mücki* magazine
- www.minispatzen.post.at

General Outcome *2*

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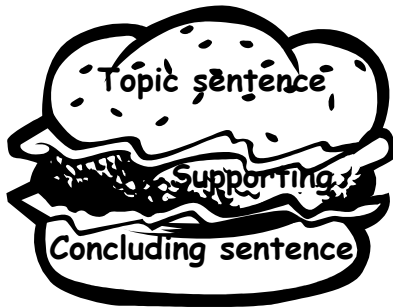
**2.3** Understand Forms and Techniques

Specific Outcome

**Create Original Texts**

*Students will be able to:*

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- The student uses a sandwich form to write a paragraph about a topic such as family (can be done in English first):



bun

lettuce
tomato
meat

bottom of bun

  Possible topics:
  1. *Meine Familie*       3. *Mein Tier*
  2. *Meine Schule*       4. *Meine Ferien*

  Provide a sample paragraph. Students complete a paragraph in Cloze form and share with a partner.

- Students write sentences with new vocabulary.

- Students write a letter to a pen pal.

- Students write a letter or a card to a character.

**Create Original Texts**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– create text according to a chosen form?
– incorporate techniques of authors and illustrators he or she has studied?

☐ **Checklists/Rubrics**

Use checklists or rubrics to assess content, organization, sentence structure, vocabulary, and conventions of student writing.

> **Aufsätze schreiben—Kontrollliste**
>
> Der Schüler/die Schülerin
> – wählt Inhalt, der zum Thema passt.
> – genügend inhaltliche Elemente.
> – gliedert den Aufsatz in Einleitung, Hauptteil, Schluss
> – verwendet vollständige Sätze
> – verwendet angemessenes Vokabular.
> – verbessert selbstständig grammatische Fehler.
> – verbessert selbstständig Rechtschreibungsfehler.

☐ **Self-Assessment**

Students, with guidance from the teacher, use a self-assessment checklist to monitor their own work.

☐ **Conferences**

Discuss the students' writing with them. The student explains his or her choice of text form and use of conventions. Provide students with constructive and positive feedback.

> **Das kann ich—Schülercheckliste**
> J = Ja, natürlich!
> M = Meistens
> E = Ein wenig
> N = Nein, noch nicht.
>
> __ eine Überschrift schreiben, die zum Thema passt
> __ im richtigen Format schreiben
> __ eine Einleitung schreiben
> __ alle Hauptgedanken schreiben
> __ einen Schluss schreiben
> __ meine Fehler finden
> __ meine Fehler verbessern
> __ mit anderen über den Text/Aufsatz sprechen

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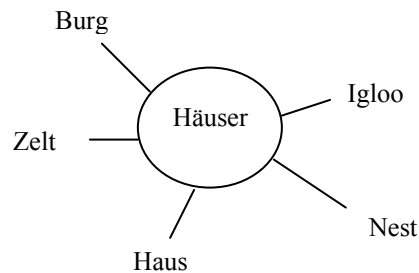
**Specific Outcome**

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** record and share personal knowledge of a topic to identify information needs.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In small groups, students brainstorm ideas about a topic and develop a web. They share results with the class.



- Students share daily news orally in a quick presentation to the whole group.

- Students talk about their favourite hobby. Students can graph class lists. Each student makes her or his own page and the class forms a book (e.g., *Ich spiele gern am Computer*). *Ich lese gern*.

- Students brainstorm vocabulary and ideas on a topic provided by the teacher (e.g., *Tiere, die im Wasser leben*).

- Prior to reading an informational text, students do a KWL (WML) chart in groups. All the areas for which students have information or are missing information are charted for the whole class. After the reading, the chart is revisited.

**Use Personal Knowledge**

*Students will be able to:*

**3.1.1** record and share personal knowledge of a topic to identify information needs.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– record ideas on a topic?
– represent ideas on a topic?
– provide accurate detailed illustrations and descriptions of personal knowledge of a topic?
– identify information needs?
– contribute ideas on a topic?
– take turns in discussing ideas with others?
– notice missing details?
– identify gaps in knowledge of a topic?

### ☐ **Checklists/Rubrics**

Create a rubric or checklist using the following. Students can:

– record ideas on a topic.
– contribute ideas on a topic.
– take turns in discussing ideas with others.

### ☐ **Self-Assessment**

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

| **Untersuchungsplan** |
| --- |
| Name: _____ Datum: _____ <br> Thema: _____ |
| 1. Ich habe _____ Gedanken aufgeschrieben. <br> 2. Ich habe über meine Gedanken mit einem Partner <br>     gesprochen.                Ja      Nein <br> 3. Danach habe ich _____ andere Gedanken aufgeschrieben. <br> 4. Ich habe mir die Gedanken gut überlegt.    Ja      Nein <br> 5. Mein bester Gedanke war _____ |

---

## SAMPLE **RESOURCES**

General Outcome *3*

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

**3.1** Plan and Focus

**Specific Outcome**

**Ask Questions**

*Students will be able to:*

**3.1.2** ask questions to understand a topic, and identify information needs.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Before a field trip, guest speaker, or topic, students create a set of questions they would like answered.

- Help students create questions for interviewing members of the school community.

- Before learning about a topic, students start a KWL (WML) chart.

| **W** <br> Was ich <br> schon **w**eiß | **M** <br> Was ich wissen <br> **m**öchte | **L** <br> Was ich <br> ge**l**ernt habe |
|---|---|---|
|  |  |  |

- Play the game of 20 Questions (*20 Fragen*) in order to identify an object, animal, person, place, or topic. One student has an object or card with a word. Classmates attempt to identify the object, animal, person, place, or topic by asking a maximum of 20 questions. This may be done in small groups or with the whole class.

**Ask Questions**

*Students will be able to:*

**3.1.2**  ask questions to understand a topic, and identify information needs.  *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– ask 6W questions (*wer, was, wo, wann, warum*)?
– ask relevant questions on a specific topic?
– identify information needs?
– demonstrate an inquisitive attitude in the inquiry process?

☐ **Checklists**

Use the above Focus for Assessment criteria as a checklist when making individual observations during learning activities.

☐ **Conferences**

Record the kinds of questions asked by the student, and use this data to guide conferences with the student and to encourage or coach the student into using a variety of questions.

---

## SAMPLE **RESOURCES**

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

**3.1** Plan and Focus

---

**Specific Outcome**

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.3** contribute relevant information and questions to assist in group understanding of a topic or task.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share information about family occupations to complete a class chart on occupations in the community.

- Students contribute to a class discussion about friendship by telling about their own friends, why they like them, and what activities they like to do with them. Students interview a friend and present the information to the whole class.

- After the vocabulary has been taught, students share information about their house and things in it. This information is put on chart paper. As a follow-up, students do a sorting activity about what would be found in different rooms in a house (e.g., *Wohnzimmer, Schlafzimmer, Küche, Badezimmer)*.

- Students create question cubes. Students take turns rolling the cubes and answering the questions.

- Mystery Bag: Students ask questions to guess what is inside.

- Students form two circles—inside/outside. After one minute, one circle moves. Students share their ideas with their new partner.

- Students play true/false. Three students get up and give information about a topic. The class decides which two students are telling the truth and who has given false information.

- While reading a story, pause at particular times and model questions students might ask.

**Participate in Group Inquiry**

*Students will be able to:*

**3.1.3** contribute relevant information and questions to assist in group understanding of a topic or task *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
– stay focused on inquiry task?
– ask questions in a variety of ways?
– participate in the search for answers, using a variety of sources?
– share research sources and information?
– contribute to group inquiry process?
– contribute relevant information?

### ☐ Checklists

Record observations on a checklist based on the students' ability to:
– share personal knowledge and ideas for topics with classmates
– ask questions to identify information needs as the class engages in a group inquiry.

Date and include the context of each observation, and use the data to inform instruction.

### ☐ Conferences

Use this opportunity to encourage students to ask topic-related questions, to assist the student in staying on topic, and to encourage them to contribute to group discussions and the inquiry process.

---

## SAMPLE **RESOURCES**

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

| Specific Outcome | **Create and Follow a Plan** |
| | *Students will be able to:* |
| | **3.1.4**  recall and follow directions for accessing and gathering information. |

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Provide a topic for the class to research, and provide appropriate books and websites. Encourage students to use family members and members of the community as sources of information.

- Students fill out a research chart when they do their research.

| *Thema: Bären* | | |
|---|---|---|
| *Wo wohnen Bären?* | *Was essen sie?* | *Wie sehen sie aus?* |
| | | |

**Specific Outcome**

**Create and Follow a Plan**

*Students will be able to:*

**3.1.4** recall and follow directions for accessing and gathering information. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- listen to directions?
- recall directions for accessing and gathering information?
- follow one-step and two-step directions for accessing and gathering information?
- require assistance in following directions?
- support others in their information-gathering?
- develop a problem-solving attitude to the information-gathering process?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria (e.g., a checklist based on students' ability to fill in research chart).

| E Excellent: student needs no assistance<br>A Adequate: student needs some assistance<br>L: Less than adequate: student needs a high degree of assistance;<br>  is unable to fill in chart | | | |
| --- | --- | --- | --- |
| **Student Name** | E | A | L |
| | | | |
| | | | |
| | | | |
| | | | |

☐ **Work Samples**

Review the research charts to determine students' skills in following a research plan. The charts are placed in the students' portfolios and can be reviewed to note progress over time.

---

## SAMPLE **RESOURCES**

**Specific Outcome**

**Identify Personal and Peer Knowledge**

*Students will be able to:*

**3.2.1** participate in group discussion to generate information on a topic and to identify sources of additional information.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After a school or community event, students can have a class discussion related to the event. Record this on a chart. After the discussion, the facts can be cut up and distributed to small groups. The groups make a poster illustrating the facts.

- Students brainstorm their personal knowledge about a topic and share their topic-related ideas and experiences. Record students' ideas on a chart.

- After viewing a video on a specific topic, students make general observations about the information. The class then discusses where additional information could be found.

- The same information is provided to students in a chart, a diagram, and a paragraph. Students highlight the content as it appears in each form.

**Identify Personal and Peer Knowledge**

*Students will be able to:*

**3.2.1** participate in group discussion to generate information on a topic and to identify sources of additional information. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- remain on topic?
- participate in group discussions?
- suggest appropriate sources?
- respond appropriately to others' ideas?
- state the facts clearly?
- gather information from charts?
- gather information from pictures?
- gather information from diagrams?

☐ **Checklists**

Use the Focus for Assessment for a checklist when making individual observations.

☐ **Anecdotal Records/Conferences**

Observe students as they work independently and interact with their peers. Record examples of students' behaviours based on the Focus for Assessment. Data collected should be used to conference with students and guide instruction.

---

## SAMPLE **RESOURCES**

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

General Outcome **3**

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

**3.2** Select and Process

**Specific Outcome**

**Identify Sources**

*Students will be able to:*

**3.2.2** answer questions, using oral, visual, and print information sources.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students answer questions about a text read by the class.

- Present story pictures, asking the students questions (e.g., *Bärenspaß)*.

- Read an information text to students and have them answer questions by writing a brief answer.

- After reading a story, students draw answers to the questions.

- Students are provided with background information and focus on what they are looking for on a field trip. As a follow-up, students report on information gained.

- Students interview family members. Model appropriate question-and-answer procedures (e.g., *Welche Sprache spricht deine Mama? Meine Mama spricht …*). These questions and sentence starters can be sent home.

- Students have a scavenger hunt where teams of students research information about a current topic of study using books, pictures, and websites.

- Generate a list of questions that students ask fellow classmates. Then have students share information. Finally, students write personal answers to the questions.

- Students work with a range of people (e.g., boys, girls, older people) and ask them all the same questions (e.g., What is your favourite activity? What season is better: winter or summer?). Lead the class in charting the responses as to gender/age of the respondents. Students reflect on why different people may have different answers to the same question.

**Identify Sources**

*Students will be able to:*

**3.2.2** answer questions, using oral, visual, and print information sources. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use more than one resource to answer an inquiry question?
– access information from oral or human resources, such as parents and relatives?
– access information from literary sources?
– access information from nonfiction sources?
– access information from visual sources?
– access information from multimedia sources?

☐ **Checklists**

Develop an outcome-based checklist and observe students as they work together or independently when using cueing systems. Note the date and context of all observations in order to note progress over time.

☐ **Anecdotal Records**

Observe students as they use a variety of sources to answer inquiry questions. Anecdotal records kept over time help to identify students' developing skills in accessing information from multiple sources. Keep anecdotal records to supplement checklist information.

---

## SAMPLE **RESOURCES**

- *Wieso? Weshalb? Warum?* (1998) Series of Reference Books Ravensburger. For example,
  – *Wir entdecken unseren Körper*
    ISBN 3-473-33273-9
  – *Alles über Dinosaurier*
    ISBN 3-473-33268-2
  – *Unser Wetter*
    ISBN 3-473-33269-0

- Other themes include:
  – *Schule, Bauernhof, Feuerwehr, Ritterburg*,
  – *Eisenbahn, Tiere*.
  – Sokolowski, I. and T. Müller. *Mein erstes Lexikon der Tiere*. 2002
  – *Würzburg: Edition Bücherbär*
    ISBN 3-401-08242-6

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

**3.2** Select and Process

GRADE

**2**

**Specific Outcome**

**Evaluate Sources**

*Students will be able to:*

**3.2.3** compare gathered ideas and information to personal knowledge.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Give small groups of students a text to read. Students create two questions about the text and then ask these questions of others.

- Students sit in two concentric circles. The outside circle poses questions while the inner circle responds.

- Students receive a list of questions and a list of answers and match up the questions to the answers. Alternatively, questions may be written on cards of one colour and matched with answers on cards of another colour.

GRADE
**2**

Specific
Outcome

**Evaluate Sources**

*Students will be able to:*

**3.2.3**   compare gathered ideas and information to personal knowledge. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   identify important information to answer questions?
–   recognize key words used to pose a question?
–   recognize simple question and answer relationships?
–   match information with inquiry or research needs?
–   match information to personal knowledge?

☐ **Conferences**

Talk with students about the inquiry or research questions they have asked and answered. Refer to the self-assessment and the checklist to note discrepancies. Coach students to evaluate their answers and to consider aspects of a topic that they need to think about. Guide students to search for answers to their questions in appropriate sources.

☐ **Self-Assessment**

Have students reflect on how they used information to answer inquiry or research questions. Students complete a self-check sheet similar to the one below.

| **Was habe ich gelernt?** |
| --- |
| Fragen Beantworten |
| Name: _____ Datum: _____ |
| Thema: _____ |
| 1.  Meine Frage: _____ |
| 2.  Die Antwort: _____ |
| 3.  Habe ich die Antwort gefunden? <br> ☺       ☹ |
| 4.  Habe ich genug Information gefunden? <br> ☺       ☹ |
| 5.  Das möchte ich noch wissen: _____ |

General Outcome **3**

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

**3.2** Select and Process

**Specific Outcome**

**Access Information**

*Students will be able to:*

**3.2.4** use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students go to relevant sections of the library, such as the non-fiction sections, to find information on butterflies and moths.

- Students use a personal dictionary on a daily basis. Repeated use of divider pages for each letter section should strengthen students' ABC skills to help them develop effective research skills for alphabetical sources (dictionaries, etc.).

- Develop sets of questions for students to practise using a table of contents, guide word headings, labels, diagrams, and captions. Students locate the information.

- Students participate in a scavenger hunt to learn how to locate the section in the library on animals.

**Access Information**

*Students will be able to:*

**3.2.4** use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- locate materials in the library using an organized search method?
- shelve library materials within set parameters (e.g., in the "easy" section)?
- locate and use titles?
- locate books by the author's last name?
- gather information from oral or media sources?
- attend to visual cues to access information?
- attend to auditory cues to access information?

### ☐ Checklists

Develop a checklist based on the Focus for Assessment criteria, and observe students as they work together or independently to access information. Note the date and context of all observations in order to note progress over time.

### ☐ Conferences

Conference with students during work in progress about how they accessed information to answer their inquiry or research questions, and to coach them to use a variety of informational sources.

### ☐ Self-Assessment

| Information Search—How Did I Do? | | | | |
|---|---|---|---|---|
| Name: | Super | Okay | Not Yet | Comments |
| I used the table of contents to find my topic | | | | |
| I used my index to find my topic | | | | |
| I used captions to help me learn my topic | | | | |
| I found and used key words in the text to help me gather information | | | | |
| I read the chapter headings to help me learn about the topic | | | | |

---

## SAMPLE **RESOURCES**

General Outcome **3**

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

**3.2** Select and Process

**Specific Outcome**

**Make Sense of Information**

*Students will be able to:*

**3.2.5** make connections between prior knowledge, ideas, and information, and oral, visual, and written text features.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a KWL (WML) chart about a topic.

- Present a variety of words, or key terms, from textual material that students will be reading, hearing, or viewing.

- Guided Reading: Guide the group through the process by asking questions, confirming responses, and organizing ideas.

- Provide a set of pictures with or without corresponding captions. Students match captions with pictures or create new captions. New connections are then discussed.

- Before reading a story, ask students personal questions related to the story so that they can better make connections and comprehend. Ask students to make predictions about the story.

**Make Sense of Information**

*Students will be able to:*

**3.2.5** make connections between prior knowledge, ideas, and information, and oral, visual, and written text features. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– express awareness of new ideas or information?
– make logical predictions about new text based on prior knowledge?
– connect new ideas to prior knowledge?
– use tables of contents?
– use chapter headings?
– identify key words in texts?
– read and match captions with visual cues?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students in formal and informal situations as they make predictions. Date and include the context of each observation, and revise data to guide instruction and note progress over time.

☐ **Anecdotal Records**

Keep anecdotal records to supplement checklist information. Listen for students' predictions to help identify patterns and themes in their thinking.

☐ **Conferences**

Conference with students about predictions they made in oral and written texts. Coach and support students to refine their predictions by effective use of oral, print, and non-print media text features. Links between prior and new knowledge are discussed.

## SAMPLE **RESOURCES**

General Outcome *3*

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

**3.3** Organize, Record, and Assess

**Specific Outcome**

**Organize Information**

*Students will be able to:*

**3.3.1** categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- As the class brainstorms names of mammals (in English), scribe them onto strips of paper (English with German translation). When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters/plant eaters or types of habitat. After discussing the choices, they decide to group according to habitat because it would allow for a greater variety of categories. The class decides on the following category titles: farm, ocean, forest, and desert.

- Groups of students create floor charts when learning about a specific topic:

| BÄREN ||
|---|---|
| **Was machen sie?** | **Was essen sie?** |
| Bären machen Winterschlaf. | Bären essen Beeren. |
| | |
| **Welche Feinde haben sie?** | **Wo leben sie?** |
| Menschen jagen Bären. | Bären schlafen in Höhlen. |
| | |

- After reading a story, students discuss information from the story. They write information or steps on a strip of paper. They next put these strips in order so as to construct a chain.

- Students divide a piece of paper into four quadrants. They draw four items to display details on a topic. Students then provide sentences to describe each aspect.

- Students, in pairs, are provided with partially completed graphic organizers. They fill out the organizers based on class readings, discussions, etc.

- Students receive a handout with a number of scrambled terms and a chart to sort them into.

**Specific Outcome**

**Organize Information**

*Students will be able to:*

**3.3.1** categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– demonstrate skill at sorting and categorizing information and ideas?
– demonstrate skill at sequencing ideas and information?
– recognize links between/among details?
– see patterns and relationships among ideas?
– use suitable texts to represent ideas and information?
– organize information using a variety of strategies?
– link ideas and information logically?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria, and date and note the context of every observation.

☐ **Portfolios**

Help students choose work samples that show how they have attempted to identify and categorize information according to similarities, differences, and sequences. Include dated samples over a period of time to monitor progress.

## SAMPLE **RESOURCES**

| General Outcome | 3 | Students will listen, speak, read, write, view, and represent in German to manage ideas and information. | 3.3 Organize, Record, and Assess | GRADE 2 |

**Specific Outcome**

**Record Information**

*Students will be able to:*

**3.3.2** record key facts and ideas in own words; identify authors and titles of sources.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading an informational article such as one on an animal, students use a list, chart, or web to jot down the important ideas.
- After viewing a video, students name five facts they have learned.
- Students can make charts to organize facts they have learned (e.g., about children in Germany).

**Kinder in Deutschland**

| Zu Hause | Familien | Spiele | Schule |
|---|---|---|---|
|  |  |  |  |

- Students make theme-related booklets to record key information, ideas, and reflections. These may be illustrated.
- Have students keep a log or list of informational books they have found useful in their research projects.

**Wo ich Informationen finde**

Thema: _____

| Titel | Autor | Datum |
|---|---|---|
|  |  |  |
|  |  |  |

- After viewing a video, reading a book, or visiting a website, students record information on a fact sheet.

**Fakten**

Thema: _____

Buchtitel und Autor oder Internetseite: _____

Das habe ich gelernt: _____
_____
_____

Das fand ich interessant: _____
_____
_____

**Record Information**

*Students will be able to:*

**3.3.2** record key facts and ideas in own words; identify authors and titles of sources.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– identify key points?
– tell ideas in his or her own words?
– record information accurately?
– identify title and authors?
– record key words and phrases to make notes?

☐ **Portfolios**

Students choose work samples such as lists, charts, and booklets to include in their portfolio. These samples demonstrate how students represented key facts and ideas in their own words.

☐ **Work Samples**

Use the Focus for Assessment criteria when marking the students' log of informational books. With or without assistance, can the student identify the author, title, and date?

---

## SAMPLE **RESOURCES**

- *Wieso? Weshalb? Warum?* (1998) series of reference books (e.g., *Ravensburger)*. For example,
  – *Wir entdecken unseren Körper*
    ISBN 3-473-33273-9
  – *Alles über Dinosaurier*
    ISBN 3-473-33268-2
  – *Unser Wetter*
    ISBN 3-473-33269-0

- Other themes include:
  – *Schule, Bauernhof, Feuerwehr, Ritterburg*,
  – *Eisenbahn, Tiere*.
  – Sokolowski, I. and T. Müller. *Mein erstes Lexikon der Tiere*. 2002.
  – *Würzburg: Edition Bücherbär*
    ISBN 3-401-08242-6

General Outcome *3*

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

**3.3** Organize, Record, and Assess

**Specific Outcome**

**Evaluate Information**

*Students will be able to:*

**3.3.3**   examine gathered information to decide what information to share or omit.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Groups of students create posters or diagrams to illustrate what they have learned. They decide what information is best represented visually and what information needs to be provided in print (e.g., labels, lists, headings).

- As the class shares information to be recorded on a class chart, students decide if it is new information to be added or if the ideas have already been recorded.

- Place pieces of information on separate cards. Students sort the information cards into "useful" and "save for later." Students talk about the useful information and why it was chosen or saved.

- Students number the facts that they found in their research to answer one of their questions.

- Students prepare skits in the form of "Did You Know" commercials to present new information to the class.

**Evaluate Information**

*Students will be able to:*

**3.3.3** examine gathered information to decide what information to share or omit.
*(continued)*

---

**Focus for Assessment**

Does the student:
- determine which information was suitable for the topic or question?
- recognize when more information is needed?
- identify what information on this topic should be shared?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Use checklists to observe students'
skills in communicating information to others. Review data to note progress and to inform
instruction, and include the context in which the observations occur and date all entries.

☐ **Portfolios**

Students, with the teacher's support, select work samples that demonstrate their ability to examine
gathered information in a variety of ways. Samples may include recorded retellings, peer
conferencing, or "Did You Know?" commercials, as well as written inquiry projects.

---

General Outcome *3*

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

**3.3** Organize, Record and Assess

**Specific Outcome**

**Develop New Understanding**

*Students will be able to:*

**3.3.4** recall, discuss, and record information-gathering experiences.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Working in groups, the students are given a topic and asked to gather any information they can in the classroom, library, or computer labs. If possible, this should be done with support from an adult. Students explain if and how they found the information.

- Create and post a rebus flowchart in a series of pictures to help students recall, record, and represent the highlights of an information gathering experiences. Students can talk about the steps represented in the flowchart.

- Students sit in a circle and orally reflect on the most interesting/important things they learned about their inquiry or research experience.

- Students fill out a Project Reflection Form for self-assessment.

| **Ich denke nach** |
|---|
| Name: _____ Datum: _____ |
| Projekt: _____ |
| Das hat gut geklappt: _____ |
| Das hat nicht so gut geklappt: _____ |
| Was mir am besten gefallen hat: _____ |
| Das nächste Mal werde ich: _____ |

- Students pair, plan, and record mini-dialogues in which they give advice to next year's Grade 2 class about how to sort information and plan presentations.

GRADE

**2**

Specific
Outcome

**Develop New Understanding**

*Students will be able to:*

**3.3.4** recall, discuss, and record information-gathering experiences. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
- recall information-gathering experiences?
- talk about information-gathering experiences?
- identify what worked well?
- identify what did not work well?
- record information?
- develop new understanding about the inquiry or research process?

☐ **Checklists**

Model how to complete an inquiry checklist with the class.

---

**Informationensuche—Gruppencheckliste**

Name: _____ Datum: _____

Was stimmt?

| | |
|---|---|
| Planungsprozess | ❑ Wir haben unser Thema verstanden. |
| | ❑ Wir haben etwas im Voraus gewusst. |
| | ❑ Wir haben gute Fragen gestellt. |
| | ❑ Wir haben einen Plan entwickelt. |
| Materialiensammlung | ❑ Wir haben Quellen gefunden. |
| | ❑ Wir haben die besten Quellen gesucht und benutzt. |
| | ❑ Wir haben die Informationen ausgewählt. |
| | ❑ Wir haben die Fragen beantwortet. |
| | ❑ Wir haben unsere Ergebnisse notiert. |
| | ❑ Wir haben neue Fragen entwickelt und notiert. |

---

## SAMPLE **RESOURCES**

General Outcome *4*

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

**4.1** Generate and Focus

GRADE
**2**

**Specific Outcome**

**Generate Ideas**

*Students will be able to:*

**4.1.1** generate and contribute ideas on particular topics for oral, written, and visual texts.

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students find magazine pictures and graphics and create a collage of their interests to present to their classmates.

- Students write a comic strip about a typical day in their life.

- Students brainstorm ideas on a variety of topics throughout the year.

- Students do a Quick Write by writing as many ideas as possible in a short time. Give students categories to which they list ideas, either independently or in a group. Students record their ideas. Pause frequently to share and encourage students to use and build on the ideas of others.

**Generate Ideas**

*Students will be able to:*

**4.1.1** generate and contribute ideas on particular topics for oral, written, and visual texts. *(continued)*

---

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

**Focus for Assessment**

Does the student:
– demonstrate fluency in generating ideas on a particular topic?
– contribute ideas orally on a topic?
– contribute written ideas on a topic?
– contribute ideas visually on a topic?
– remain on topic?
– require refocusing?

☐ **Checklist**

Consider whether each student has a variety of ideas about the topic and quantity. Keep track of the number of ideas generated, noting who can categorize and who cannot.

☐ **Portfolio**

Collect work samples such as lists, maps, or sketches that demonstrate students' contributions of ideas on particular topics.

☐ **Self-Assessment**

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

Name: _____   Datum: _____

1.   Ich gebe meine Ideen weiter.
     ☺        ☻        ☹

2.   Ich höre mir die Ideen von Anderen an.
     ☺        ☻        ☹

3.   Wenn ich meine Ideen weitergebe, fühle ich mich_____.
     ☺        ☻        ☹

---

SAMPLE **RESOURCES**

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

**4.1** Generate and Focus

GRADE

**2**

**Choose Forms**

*Students will be able to:*

**4.1.2** share ideas and experiences, using various forms for particular audiences.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- *Superkind*: Students present pictures of themselves and their family to share with the class.

- Each weekend, a different student takes a stuffed animal home (provided by the teacher). The student writes about his or her weekend with the animal in a class book and draws a picture of one event they shared.

- Students create a comic strip, song, or poem about their hobbies and present it to the class.

- Provide students with a series of animal pictures. Together, they brainstorm vocabulary used in describing animals. First, they practise making statements orally, and then they create a short paragraph describing an animal.

- Students collect items, artifacts, or figures to assist them in telling a story. They tie the items to a string based on their order in the story.

- String games are one of the earliest forms of texts. Strings were used for record keeping and historical accounts. Pieces of the stories, songs, and myths that accompany the string figures are still told in parts of Canada, such as among the Inuit. Students use string games to demonstrate a form for storytelling.

GRADE
**2**

Specific Outcome

**Choose Forms**

*Students will be able to:*

**4.1.2**   share ideas and experiences, using various forms for particular audiences.
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- identify key questions?
- answer the questions accurately?
- ask a key question orally?
- respond in a complete sentence?
- report information orally?
- write a simple paragraph?

### ☐ Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation, and use a checklist to record the variety of forms students have used throughout the year.

### ☐ Portfolios

Assist students in selecting samples of different forms of writing, sharing ideas, and experiences for particular audiences. Students include personal comments along with each sample.

### ☐ Anecdotal Records

As students create string stories, note observations on self-stick notes. For example, does the student:
- show an interest in creating the story?
- have the items and storytelling coordinated?
- discuss each event the item represents?

## SAMPLE **RESOURCES**

- *Many Stars and More String Games*, Camilla Gryski, 1985.

General Outcome **4**

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

**4.1** Generate and Focus

**Specific Outcome**

**Organize Ideas**

*Students will be able to:*

**4.1.3** organize visuals and print to express ideas and tell stories with a beginning, middle, and end.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write about their day using simple sentences including information about morning, afternoon, and evening (*Mein Tag*).

- Students match words with illustrations or sentences with a picture (picture story).

- Read narrative stories aloud to the students and discuss the following questions:

  *am Anfang:*     *Welche Personen kommen in der Geschichte vor? Wo spielt die Geschichte? Wann spielt die Geschichte?*

  *in der Mitte:*     *Was ist das Hauptproblem? Wie wird es gelöst? Was waren die wichtigsten Teile/Stufen/Etappen?*

  *am Ende:*     *Was hat die Hauptfigur gemacht? Was haben die Nebenfiguren gemacht? Wie fühlt sich die Hauptfigur?*

- Read expository texts aloud and then lead a discussion on:

  *am Anfang:*     *Welche Ideen kommen zuerst vor? Welche Informationen kommen zuerst vor?*

  *in der Mitte:*     *Welche Ideen oder Informationen kommen als Nächstes vor? Welche Details oder Fakten kommen hinzu? In welcher Reihenfolge kommen alle Ideen?*

  *am Ende:*     *Wie werden alle Ideen und Informationen zusammengefasst? Was ist hier am allerwichtigsten?*

- Use colour flash cards to highlight your arrival at a new section (e.g., yellow, green, and red for beginning, middle, end). Next, students evaluate their writing by highlighting the content with the colour of the section to which it is most appropriate. Students share papers and check to see if they agree with the colour coding selected by a partner.

- Cartoons such as *Vater und Sohn* are cut into panels. Students then arrange them in sequence.

**Organize Ideas**

*Students will be able to:*

**4.1.3** organize visuals and print to express ideas and tell stories with a beginning, middle, and end. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
–   order pictures to indicate beginning, middle, and end?
–   tell the beginning, middle, and end in his/her own oral texts?
–   represent the beginning, middle, and end in original texts?
–   write stories with a beginning, middle, and end?
–   write a simple report with a beginning, middle, and end?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria outlined above. Information on the checklists should reflect the use of both narrative and informational texts. Date and record the context of each observation, and review to guide instruction and note progress over time.

☐ **Rubrics**

Develop a rubric based on the Focus for Assessment to evaluate student writing, such as *Mein Tag*.

---

## SAMPLE **RESOURCES**

•   Select cartoons from:
  –   Plauen, E.O. *Vater und Sohn. Bildgeschichten für den Konversations—und Aufsatzunterricht*. Max Hueber Verlag, 1987.
  –   Kossatz, Hans. *Dacket Willi und Familie Kaiser*. Tomas Verlag, München. ISBN 3-8231-0200-1

General Outcome **4**

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

**4.2** Enhance and Improve

GRADE
**2**

**Specific Outcome**

**Appraise Own and Others' Work**

*Students will be able to:*

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Put up a chart of useful expressions and encourage students to use them.

  *Das ist schön.*
  *Ich finde dein/mein Bild schön/interessant*
  *Das hast du gut gemacht/geschrieben.*

- *Das hast du*
  *toll*
  *sehr gut* } *gut    gemacht/geschrieben*
  *fein*

- Students draw a picture of a main character from a story. Other students provide feedback, as specific as possible. Then the student says what he or she likes best about his or her own drawing.

- Students draw a picture of their house and present it to the class. Students comment on it.

**Appraise Own and Others' Work**

*Students will be able to:*

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

---

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

**Focus for Assessment**

Does the student:
- consider work by rereading and reviewing, adding, and changing?
- work in pairs or small groups to make or take suggestions?
- engage in the revision process?
- feel positive about the revision process?

☐ **Anecdotal Records**

Note who volunteers to share their creations most often, and encourage those who are timid to also volunteer.

☐ **Self-Reflection**

Encourage students to reflect on their work in progress. Use a self-reflection form such as the following:

---

**Student Self-Reflection**

1. The three things I want you to notice about my work are:
   a) _____
   b) _____
   c) _____
2. It was hard for me to learn _____
3. I was surprised to learn that _____
4. A question I have is _____
5. I want to improve _____

---

## SAMPLE **RESOURCES**

General Outcome *4*

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

**4.2** Enhance and Improve

GRADE
**2**

**Specific Outcome**

**Revise Content**

*Students will be able to:*

**4.2.2** retell to clarify ideas.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students summarize a story.

- Students write sentences with new words and have a partner read and edit them.

- Before reading a simple story, students ask questions to find out about it.

  *Wer ist in der Geschichte?*
  *Wo passiert die Geschichte?*
  *Wann passiert die Geschichte?*
  *Was passiert?*

- After reading a story during Carpet Time, ask questions and point to the *Geschichtenkäfer*.



Wer ist in der Geschichte? Wo und wann passiert sie?

Was ist das Problem?

Wie wird das Problem gelöst?
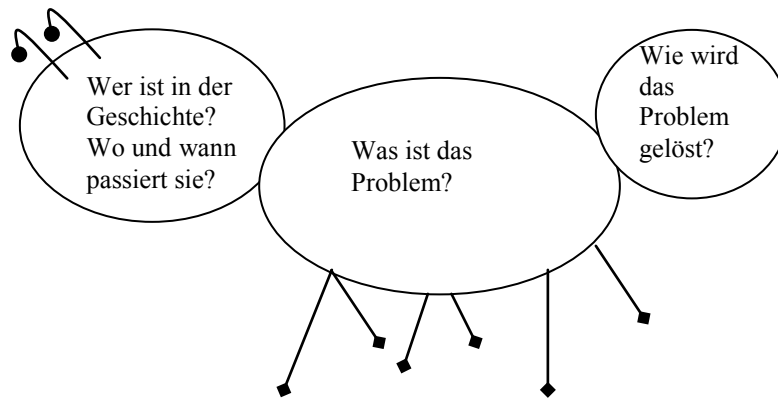
- Create a Language Ladder of common questions used in the revision process.

  *Was man mit Wörtern machen kann:*
  *ein Wort einkreisen*
  *ein Wort unterstreichen*
  *ein Wort durchstreichen*
  *ein Wort ausradieren*
  *ein Wort ändern*
  *ein Wort dazuschreiben*
  *ein Wort weglassen*

**Revise Content**

*Students will be able to:*

**4.2.2**   retell to clarify ideas.  *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

–   share the first draft willingly and confidently?
–   ask for specific help?
–   listen to suggestions made by teacher and peers?
–   incorporate suitable suggestions?
–   listen to other authors read?
–   provide positive feedback?
–   ask relevant questions?
–   make appropriate suggestions?
–   reread his or her own work in draft?
–   reread others' work in draft form?
–   attempt to make changes?
–   engage in self-questioning during the revision process?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Include the context in which the observations occur and date all entries. Review data to note progress over time.

☐ **Self-Assessment**

Students review their own creations and complete a self-assessment to assess their revision skills.

| *Etwas ändern* |
| --- |
| *Name:* _____  *Datum:* _____ <br> *Titel:* _____ |
| *Ich habe meine Geschichte gelesen.* <br>    ☺    ☹ <br> *Ich habe neue Gedanken dazugeschrieben.* <br>    ☺    ☹ <br> *Ich habe etwas geändert.* <br>    ☺    ☹ <br> *Ich habe um Hilfe gebeten.* <br>    ☺    ☹ |

---

## SAMPLE **RESOURCES**

General Outcome **4**

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

**4.2** Enhance and Improve

**Specific Outcome**

**Enhance Legibility**

*Students will be able to:*

**4.2.3** strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write in a *Tagebuch,* aided by sentence starters provided by the teacher. Give stickers and encouragement for neat printing.

- Students complete a printing booklet concentrating on forming neat letters.

- When writing a good copy, a student follows a checklist that demonstrates correct letter formation. For example,
    - Am I holding the pencil properly?
    - Are my letters the size and shape they should be?
    - Is there correct spacing between letters and words?
    - Does my printing start at the left side of the paper then go all the way across to the right?
    - Are my letters sitting correctly on the lines?

**Enhance Legibility**

*Students will be able to:*

**4.2.3** strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- demonstrate consistency in formation of letters?
- demonstrate correct spacing between letters/words?
- print from left to right and down the page?
- use a mouse to point, click, and drag?
- explore the keyboard?
- open, close, save, and print files?
- show ability to print?

☐ **Self-Assessment**

Students assess their own legibility using a checklist. They review their checklist at two-month intervals to note their progress.

| Meine Druckschrift—Schülercheckliste | | |
|---|---|---|
| Name: _____ Datum:_____ | | |
| | Ja | Nein |
| Ich halte den Bleistift richtig. | | |
| Meine Buchstaben haben alle die richtige Form. | | |
| Meine Buchstaben sind alle gleich groß. | | |
| Der Abstand zwischen meinen Buchstaben ist gleichmäßig. | | |
| Der Abstand zwischen meinen Wörtern ist gleichmäßig. | | |
| Ich schreibe auf die Linien. | | |
| Ich lasse einen Seitenrand. | | |
| Ich radiere meine Fehler vorsichtig aus. | | |

☐ **Conferences**

Conference with students using work samples and the student-teacher created rubrics to discuss and celebrate improvements in printing. Provide feedback and individualized instruction where needed.

☐ **Rubrics**

Develop outcome-based rubrics to assess student work and determine directions for further instruction (see sample in Appendix E).

*(continued)*

General Outcome *4*

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

**4.2** Enhance and Improve

Specific Outcome

**Enhance Legibility**

*Students will be able to:*

**4.2.3** strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

**Specific Outcome**

**Enhance Legibility**

*Students will be able to:*

**4.2.3** strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

---

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

☐ **Portfolios**

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

---

SAMPLE **RESOURCES**

- *Handwriting without Tears* series—see website hwtears.com

General Outcome **4**

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

**4.2** Enhance and Improve

GRADE
**2**

**Specific Outcome**

**Enhance Artistry**

*Students will be able to:*

**4.2.4** experiment with words and sentence patterns, with support.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- All students are given two words. Then, pairs of students write and display a sentence using those words. The class then discusses all the varied results.

- Students act out a dialogue two or three times and substitute different words in certain parts of the dialogue.

- After rereading a patterned story book, the students create their own story using the pattern but inserting their own words (e.g., Once upon a time there were three little *name*. They lived in a *place*. One day they *verb*).

- Students are given pictures or bring pictures from home. With a partner, students create a sentence describing each picture. Students are encouraged to create additional sentences.

- Create a Language Ladder showing variations of "said." As stories are read in class, students substitute these words each time "said" is mentioned to see how this affects the story.

*"Lass das doch!" flüsterte sie.*
*"Lass das doch!" murmelte sie.*
*"Lass das doch!" zischte sie.*
*"Lass das doch!" bat sie.*
*"Lass das doch!" brummte sie.*
*"Lass das doch!" sagte sie.*
*"Lass das doch!" rief sie.*
*"Lass das doch!" schrie sie.*
*"Lass das doch!" brüllte sie.*

**Enhance Artistry**

*Students will be able to:*

**4.2.4** experiment with words and sentence patterns, with support. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:
– experiment with words orally?
– experiment with sentence patterns orally?
– experiment with words in written text?
– experiment with sentence patterns in written text in a pocket chart?
– use patterns of others' work to create original text?
– experiment with words and sentence patterns in narrative text?
– experiment with words and sentence patterns in informational text?

### ☐ Anecdotal Records

Record observations based on the Focus for Assessment criteria. Date each observation and include specific examples of students' behaviours as they experiment with words and sentence patterns. Review these observations to note students' developing skills over time.

### ☐ Portfolios

Students, with teacher input, choose work samples that reflect experimentation with word choice and sentence patterns. Students highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to the students' work samples. Date work samples to note progress over time. Have students include a self-reflection with their work samples similar to the one below.

---

**Mit Wörtern spielen**

*Name*: _____ *Datum*: _____

*Hier spiele ich mit Wörtern.*

*Wörter die ich besonders gut finde, sind*:_____

_____

*Sie:*
– *machen laute Töne.*
– *machen ruhige Töne.*
– *machen aktive Töne.*
– *hören sich witzig an.*
– *hören sich grausig an.*
– *drücken eine bestimmte Atmosphäre aus.*

---

**General Outcome** *4*

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

**4.2** Enhance and Improve

**Specific Outcome**

**Enhance Presentation**

*Students will be able to:*

**4.2.5** combine illustrations and simple written texts to express ideas, feelings, and information.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When creating their own books, students choose an illustration style, such as pop-up pictures, holes in the pages, modelling clay pictures, or materials of different textures.

- Students illustrate their stories using characters and speech balloons.

- Students find pictures of different animals on the Internet, print them, make a booklet, and label each picture.

- Students make a picture dictionary.
    – *A ist für <u>Ameise</u>*
    – list of alphabetical words
  Alliterated sentence: *Alfred aß acht Ameisen.*

- Students produce five pictures depicting what they do on a typical day. They write a caption underneath each picture.

- Students create class books. Each student contributes one page, which includes an illustration as well as sentences about a topic or class activity.

Specific Outcome

**Enhance Presentation**

*Students will be able to:*

**4.2.5** combine illustrations and simple written texts to express ideas, feelings, and information. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- match illustration and written text?
- show willingness to share feelings, ideas, and information?
- express a range of ideas, feelings, and topics in illustrations and print?

### ☐ Checklists

Checklist for projects:
- illustration matches and enhances text
- colourful adjectives and/or adverbs, as well as appropriate pictures, are used
- pictures are correctly labelled
- captions or phrases are precise and appropriate for the picture

### ☐ Conferences

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

### ☐ Portfolios

Have students select work samples that show how pictures and text work together to provide clear, detailed ideas and information. Students provide reasons for their choice of work samples. Reasons should be recorded, dated, and placed together with the work sample. Review samples to note progress over time.

## SAMPLE **RESOURCES**

General Outcome *4*

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

**4.3** Attend to Conventions

**Specific Outcome**

**Grammar and Usage**

*Students will be able to:*

**4.3.1** check for completeness of work and add details.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Write a limited description of a person and show a picture. Students fill in blanks and add missing information.

- Set up a list of objectives when editing students' work. The list is posted in the classroom. Students are asked to refer to it when editing their work.

- Create sentences with missing or incorrect punctuation and grammar. Students edit sentences.

- Students participate in choral reading activities. Model pauses (commas), full stops (periods), and inflections and intonation (questions). Students practise in small groups and perform for others. This focused attention to punctuation can help students become more aware of the importance of correct punctuation.

\

**Grammar and Usage**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- refer to the posted list when editing?
- write complete sentences, using capital letters and periods?
- use connecting words to join related ideas in a sentence?
- identify nouns, verbs, adjectives, and adverbs that add interest to stories?
- use conventional spelling of common words to efficiently communicate ideas in writing?
- use capital letters for proper nouns and at the beginning of sentences in his or her own writing?
- use periods and question marks appropriately as end punctuation in his or her writing?
- use commas after greetings and closures in friendly letters and to separate words in a series in his or her own writing?
- identify commas and full stops when reading and use them to assist comprehension?

☐ **Checklists and Comments**

Create checklists to
- record students' skills in communicating ideas and information
- assess students' developing communication skills in a variety of contexts

Date the checklists and review them to note students' progress over time regarding grammatical conventions and usage.

☐ **Rubrics**

Create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to check for complete sentences and to make sentences complete (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

---

## SAMPLE **RESOURCES**

| General Outcome | 4 | Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication. | **4.3** Attend to Conventions |

**Specific Outcome**

**Spelling**

*Students will be able to:*

**4.3.2** spell familiar words, using basic strategies and resources; know spelling conventions.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- At the beginning of each week, the teacher and students generate a list of words or sentences pertaining to the topic being studied. Students copy them in their notebooks and practise them at home. On Friday, they write them without looking at their notes.

- Students generate lists of words from classroom materials and environmental print. They choose particular letter patterns, such as initial consonants, vowel combinations, and word endings. They share and discuss the meaning of the words.

- Students draw a picture of a person dressed for winter weather and label the clothing.

- Students search for certain sounds in books throughout the classroom and make a list of them.

- Using the lid of an ice-cream container and a washable felt pen, students write familiar words given by the teacher. Students repeat each sound as they write it.

- Six students at a time go to the chalkboard to write a list of words in a word family (e.g., *Land, Hand*). Others write their lists in their scribbler.

**Specific Outcome**

**Spelling**

*Students will be able to:*

**4.3.2** spell familiar words, using basic strategies and resources; know spelling conventions. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use initial consonants?
– use final consonants?
– use vowel markers?
– use internal consonants?
– use visual memory for some frequently used words?

☐ **Checklists and Comments**

Use Focus for Assessment criteria to make a checklist to make spelling in

– tests (lists), written work
– personal chalkboard activities

☐ **Pre-/Post-Spelling Tests**

Analyze students' pre- and post-spelling tests to determine their patterns of misspellings and their effective use of spelling strategies. These observations are discussed with students during spelling conferences. Involve students in determining patterns of misspellings.

☐ **Conferences**

Interview students to assess their knowledge about spelling processes and strategies. Questions such as the following are considered:

– Is spelling important and why?
– Are you a good speller? Why? Why not?
– How did you become a good speller?
– What do you do when you cannot spell a word?
– How do you remember to spell difficult words?
– What helps you with your spelling?

---

## SAMPLE **RESOURCES**

General Outcome **4**

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

**4.3** Attend to Conventions

**Specific Outcome**

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3**   know and use basic writing conventions when editing and proofreading.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Using a Think-Aloud approach, model the correct use of conventions while writing on the board. Do this throughout the year.

- Create error-filled sentences that the students edit.

- After completing independent writing, students check for mistakes by answering questions provided by the teacher.
  - *Ist das erste Wort im Satz groß geschrieben?*
  - *Sind alle Personen und Sachen groß geschrieben?*
  - *Hat jeder Satz einen Punkt am Ende?*
  - *Hat jede Frage ein Fragezeichen am Ende?*

- Post a chart for students to refer to when editing their own or someone else's work (e.g., *Großschreibung, Kleinschreibung, Punkt, Doppelpunkt, Komma, Bindestrich, Gedankenstrich, Fragezeichen, Ausrufezeichen, Anführungsstriche/Anführungszeichen*).

GRADE
2

Specific Outcome

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** know and use basic writing conventions when editing and proofreading.
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use periods to make statements?
– use question marks to mark interrogative sentences?
– use capital letters at the beginning of sentences?
– use capital letters for all nouns and names?

☐ **Checklists**

Develop a checklist or rubric, such as the following:

The student:

– writes complete sentences, using capital letters and periods.
– uses connecting words to join related ideas in a sentence.
– identifies nouns and verbs, and uses them in his or her own writing.
– capitalizes the beginning of each sentence.
– uses capital letters for all nouns.
– uses periods and question marks appropriately as end punctuation.
– uses commas after greetings and closures in friendly letters.
– uses commas to separate words in a series in his or her own writing.
– uses conventional spelling of common words.
– refers to the posted conventions list when editing.

☐ **Portfolios**

Select samples of students' independent writing to show their skills in using capitalization and punctuation appropriately.

## SAMPLE **RESOURCES**

General Outcome *4*

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

**4.4** Present and Share

GRADE
**2**

**Specific Outcome**

### Share Ideas and Information

*Students will be able to:*

**4.4.1** share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Use Daily News, Show and Tell, and Sharing Circle activities with the class. Have students prepare answers to likely questions in advance.

- Students decorate a shoebox with pictures of things they like. Inside the box they place pictures of their most treasured items. Students share their boxes in groups. Peers may respond with questions and make personal connections.

- Students talk about their family, and classmates ask personal questions.

- Students present a favourite activity they enjoy. Classmates ask questions.

**Specific Outcome**

**Share Ideas and Information**

*Students will be able to:*

**4.4.1** share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- share information and ideas on a familiar topic?
- share confidently with a familiar audience?
- attend to questions from the audience?
- respond appropriately to questions from the audience?
- clarify information when necessary?

☐ **Checklists**

Consider a checklist similar to the one below.

| Beteiligung bei Klassengesprächen—Kontrollliste | | | |
|---|---|---|---|
| **Name:** | **Datum** | **Datum** | **Datum** |
| Als Sprecher:<br>- spricht deutlich? | | | |
| - gebraucht vollständige Sätze? | | | |
| - bleibt am Thema? | | | |
| - spricht fließend, zögert selten? | | | |
| - beantwortet Fragen richtig? | | | |
| Als Zuhörer:<br>- hört aufmerksam zu? | | | |
| - stellt geeignete Fragen? | | | |
| - macht geeignete<br>  Bemerkungen/Vorschläge? | | | |
| - lässt andere an die Reihe kommen? | | | |

## SAMPLE **RESOURCES**

General Outcome *4*

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

**4.4** Present and Share

**Specific Outcome**

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** present information and ideas using appropriate volume, intonation, and non-verbal cues.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Student of the Week: Students present information about themselves. Audience members then ask questions.

- Students talk about a favourite book or character, writing simple sentences (e.g., *Rotkäppchen ist ein junges Mädchen. Sie hat keine Geschwister*).

- Students present a book using simple sentences. Provide sentence starters.

  *Mein Buch heißt _____*
  *Es ist von _____ geschrieben.*
  *Der Hauptcharakter ist _____.*
  *Das Problem ist _____.*
  *Es ist ein gutes Buch, weil _____..*

- Students take turns taking home a backpack containing
  - a stuffed animal
  - a scrapbook
  - a camera

  Students spend the weekend with the backpack and write and photograph what they did with the animal. The following week they present the information to their classmates.

**Effective Oral and Visual Communication**

*Students will be able to:*

**4.4.2** present information and ideas using appropriate volume, intonation. and non-verbal cues. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use a clear voice in the report?
– use appropriate intonation for the ideas and information presented?
– express ideas and information purposefully?
– take risks in attempting to communicate effectively?

☐ **Rubrics**

Prepare a rubric assessing an oral presentation according to the Focus for Assessment (see sample in Appendix E).

☐ **Self-Assessment**

| **Mein Klassenvortrag—Schülercheckliste** |
| --- |
| Name: _____  Datum: _____ |
| Kreuze es an, wenn es stimmt! <br> ☐ Ich habe zuerst meinen Vortrag geübt. <br> ☐ Ich habe die Zuschauer direkt angesehen. <br> ☐ Ich habe langsam und deutlich gesprochen. <br> ☐ Ich habe laut genug gesprochen. <br> ☐ Ich habe etwas vorgezeigt (ein Buch, ein Gegenstand, ein Bild, eine Bastelarbeit). <br> ☐ Ich habe mein Thema beschrieben. <br> ☐ Ich habe erzählt, was mir am besten gefällt. <br> ☐ Ich habe Fragen stellen lassen. <br> ☐ Ich habe Fragen beantwortet. |

☐ **Conferences**

Record students' oral presentations and uses them for individual conferences. Point out what students did well, and make suggestions about what aspects they could improve in future oral presentations.

## SAMPLE **RESOURCES**

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

**4.4** Present and Share

**Specific Outcome**

### Attentive Listening and Viewing

*Students will be able to:*

**4.4.3**  demonstrate appropriate audience behaviours.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen during Carpet Time, Teaching Time, and Presenting Time.

- Students listen to classmates present a topic, and then fill out a self-evaluation.

| **Wenn ich zuhöre,** |
|---|
| schaue ich den Sprecher an. |
| halte ich die Hände still. |
| bleibe ich am Platz. |
| mache ich meinen Mund zu. |
| denke ich an gute Fragen. |

- Students listen to a classmate present information about himself or herself. Check for understanding by asking questions about the presentation.

- Encourage, guide, and focus student listening by
  - setting an appropriate environment
  - modelling: looking at the person or speaker, paraphrasing key words
  - setting a purpose for listening

**Attentive Listening and Viewing**

*Students will be able to:*

**4.4.3** demonstrate appropriate audience behaviours. *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
–   demonstrate attentive audience behaviours?
–   ask relevant questions?

☐ **Self-Assessment**

Have students reflect on their speaking, listening, and viewing skills by using a self-check similar to the one shown below.

| Wie stelle ich Fragen?—Schülerselbstbewertung | | | |
|---|---|---|---|
| Name: _____  Datum: _____ | | | |
| Wenn ich Fragen stelle... | noch nicht | manchmal | immer |
| – warte ich bis ich an die Reihe komme | | | |
| – hebe ich die Hand | | | |
| – höre ich zu, wenn andere fragen | | | |
| – gebrauche ich W-Wörter. (Wer? Was? Wo? Wann? Wie? Warum?) | | | |
| – stelle ich auch interessante Fragen | | | |
| – versuche ich nur Deutsch zu sprechen | | | |

---

SAMPLE **RESOURCES**

| General Outcome 5 | Students will listen, speak, read, write, view, and represent in German to celebrate and build community. | 5.1 Develop and Celebrate Community |
|---|---|---|

**Specific Outcome**

**Share and Compare Responses**

*Students will be able to:*

**5.1.1** tell, draw, and write about self, family, and community.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create their own community map and label places and services. Students write down where they go to get what (e.g., *Ich gehe in die Schule. Ich lerne. Ich gehe zur Bank. Ich hole Geld ab*).

- Students make a *Wer bin ich?* poster that includes information about themselves and their families.

- Map Activity: Using a world map, have students locate and label where their grandparents, parents, and other relatives came from. Students make a border around the map with their photographs or drawings and connect the pictures to the map with yarn and pins. Students can extend this activity by using oral interviews with family members, asking questions (e.g., *Woher kommt deine Familie?*, *Warum seid ihr nach Manitoba gekommen?*, and *Woran kannst du dich erinnern?*). Students' family experiences are discussed in class. Ask them to think about special memories or things they would take with them if they were to leave their homes and communities today. Students discuss this in groups.

- Students create *Wir* posters in order to identify shared interests and abilities and to build a sense of community. Actions taken include:
  - Brainstorming to discover shared interests and abilities.
  - Recording all suggestions.
  - Choosing a topic of interest and making a poster to advertise the interest (with partners or in small groups).
  - Displaying the posters around the classroom. Give students time to sign the posters that reflect their own interests.

- Using a felt pen, print students' names on popsicle sticks. The sticks are put (name side down) in a container. Invite each student to choose a stick and then describe a positive quality about the student whose name has been selected.

**Share and Compare Responses**

*Students will be able to:*

**5.1.1** tell, draw, and write about self, family, and community. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- discuss events concerning self, family, and community?
- speak clearly and with appropriate volume and intonation?
- discuss classroom events accurately?
- show enthusiasm when speaking?
- provide sufficient details about the topic?

☐ **Checklists/Rubrics**

Use the Focus for Assessment when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Record outcomes-based observations, including the date and situational context. Anecdotal records over time help to identify patterns and themes in students' interests, attitudes, knowledge, learning preferences, and social relationships. Anecdotal records also provide information on students' developing self-perceptions.

☐ **Portfolios**

The student samples may include their drawings, writings, and recorded talks selected to show development over time. Have students explain their personal choices for portfolios.

---

## SAMPLE **RESOURCES**

General Outcome 5

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

**5.1** Develop and Celebrate Community

**Specific Outcome**

**Relate Texts to Culture**

*Students will be able to:*

**5.1.2** explore similarities among stories from oral, literary, and media texts from various communities.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read about festivals (birthdays, weddings, national holidays) in different cultures (in English). Later, the teacher and students make a chart or Venn Diagram in German to review similarities and differences between Germany/Austria and Canada.

- Students read different versions of the same story (e.g., *Schneewittchen*). They then compare the two versions using graphic organizers.

- Students sketch their responses to a text they have listened to or read from another culture. They share their sketches with a partner and discuss how the story is similar to stories from their own culture.

- Provide a fairy tale or folk tale chart listing similar components found in most fairy tales. Read several components found in most fairy tales. Read several fairy tales. Fill in the chart together with the students as the stories are read.

| Märchen | | | | | | |
|---------|---------|--------|--------|-----------|-----------|-----------|
| **Titel** | **Held/ Heldin** | **Gegner** | **Zauber** | **die Zahl '3'** | **besondere Wörter** | **glückliches Ende** |
| | | | | | | |
| | | | | | | |
| | | | | | | |

- Students read or hear several stories from various communities on a common theme. These communities can include different age groups, different ethnic groups, be urban or rural, or be from ancient times or modern times. They then complete a class chart to compare various aspects of the theme. After reading or viewing texts, students discuss similarities and differences using charts or graphic organizers (see Appendix D).

**Specific Outcome**

**Relate Texts to Culture**

*Students will be able to:*

**5.1.2** explore similarities among stories from oral, literary, and media texts from various communities. *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- identify key ideas in stories that are similar?
- identify characters in stories that are similar?
- show appreciation for similarities and differences in communities revealed in stories?
- stay on topic during discussions?
- contribute appropriately to discussions?
- listen to others during discussions?
- show respect for others' ideas?

☐ **Anecdotal Records**

Observe and record students' behaviours in formal and informal situations as they listen to a variety of oral, literary, and media texts from various communities. Date all observations and review students' patterns of listening behaviour. Use the data for student-teacher conferences.

---

SAMPLE **RESOURCES**

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

**5.1** Develop and Celebrate Community

GRADE
**2**

**Specific Outcome**

**Appreciate Diversity**

*Students will be able to:*

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share how they feel about a character in a story and if they have ever felt that way (e.g., *Aschenputtel*). Have you ever felt unfairly treated? How did you react?

- Students portray roles of characters in stories they have heard, read, or viewed. Other students interview the characters using questions developed with the class.

- After doing a retelling of a simple story, students write what it reminded them of. Students could do the retelling in German and the relating in English.

- Students select the story they read that best matches their experiences. Students use faces or people cut out from flyers or catalogues to represent themselves or people they know. They paste these on a large sheet of paper to create a movie poster for the story.

**Specific Outcome**

**Appreciate Diversity**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– identify similarities between personal and cultural experiences and situations, and those of characters encountered in texts?
– identify differences between personal and cultural experiences and situations, and the culture of characters encountered in texts?

☐ **Checklists**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Observe students as they engage in activities that relate stories and story characters to their personal feelings and experiences. Record notes on formal and informal situations over time to help identify students' strengths and challenges. Use anecdotal records to guide instruction.

---

## SAMPLE **RESOURCES**

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

General Outcome **5**

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

**5.1** Develop and Celebrate Community

**Specific Outcome**

**Celebrate Special Occasions**

*Students will be able to:*

**5.1.4** participate in shared language experiences to celebrate individual and class achievements.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- During the Grade 2 food fair, students prepare menus with illustrations. These menus are posted on the wall.

- After a neighbourhood walk, students complete a booklet about what they saw.

- Students make masks for *Karnival* and perform short *Karnival* poems.

- Students write letters to students in Germany or students in another German class in Canada. A class picture is sent. Students share the responses they receive from the other German students.

- Students perform poems or songs at the school assembly.

- Students plan a special awards ceremony for their class. They brainstorm a number of potential awards (e.g., the funniest, the most polite, the most helpful, etc.). Ensure that there are more categories than students.

**Specific Outcome**

**Celebrate Special Occasions**

*Students will be able to:*

**5.1.4** participate in shared language experiences to celebrate individual and class achievements. *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
− use language to acknowledge others' accomplishments?
− encourage others?
− participate in activities to recognize and acknowledge achievement in the classroom?
− acknowledge personal accomplishments?

☐ **Checklists**

Use the Focus for Assessment questions to make a checklist to assess activities.

☐ **Anecdotal Records**

Observe students' behaviours in formal and informal situations as they share ideas and experiences. Date all observations and reviews students' records to note patterns in their use of supportive language.

---

SAMPLE **RESOURCES**

**General Outcome 5**

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

**5.2** Encourage, Support, and Work with Others

GRADE
**2**

---

**Specific Outcome**

**Co-operate with Others**

*Students will be able to:*

**5.2.1** co-operate in small groups.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students work in groups to create sentences using vocabulary learned in class.

- Students use stuffed animals or puppets to read a dialogue written on the board. After one minute, students change partners.

- Students create a restaurant dialogue in groups and present it to the class.

- Students work together to retell a story in simple sentences.

- Generate a chart with students, outlining the roles and responsibilities group members must take on for a specific or general group activity.

- By watching and listening carefully, the students learn the language they need for co-operative group work. Students note how the teacher models the language and behaviours of attentive listening (e.g., gives encouragement, praises accomplishments, and clarifies ideas and responses). The vocabulary necessary for cooperative group work in German is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

**Specific Outcome**

**Co-operate with Others**

*Students will be able to:*

**5.2.1** co-operate in small groups. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
− share ideas?
− add to others' ideas?
− show initiative to work on task?
− encourage others?
− show insight during reflection time (e.g., recognize strengths in self and others)?
− listen attentively?
− take a variety of group roles?
− work well with a partner?
− work well in a small group (three to four students)?

☐ **Checklist**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Self-Assessment**

> **Ich und meine Gruppe—Schülerkontrollliste**
>
> Kreuze an, was du gemacht hast.
> Bin ich ein gutes Gruppenmitglied?
> ❐ Ich habe geholfen, etwas zu schreiben.
> ❐ Ich habe geholfen, etwas zu machen.
> ❐ Ich habe _____ Fragen beantwortet.
> ❐ Ich habe _____ Fragen gestellt.
> ❐ Ich habe meistens zugehört.
> ❐ Ich bin beim Thema geblieben.
> ❐ Ich war nett und freundlich.

---

## SAMPLE **RESOURCES**

General Outcome **5**

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

**5.2** Encourage, Support, and Work with Others

| Specific Outcome | **Work in Groups** |
| --- | --- |
| | *Students will be able to:* |
| | **5.2.2** take roles and contribute related ideas and information in whole-class and small-group activities. |

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write myths in groups of four. Students make shadow puppets and present myths.

  Student 1:  narrator
  Student 2:  animal before change
  Student 3:  what caused animal to change
  Student 4:  animal after change

- Students take turns with a partner to learn how to listen and speak on a topic. Students face each other. One is the speaker and one is the listener. The speaker talks about a topic for one minute. The listener reports some ideas presented by the speaker. The listener and speaker change roles. The new speaker must talk about the same topic for one minute and not repeat anything the first speaker said.

- Invite students to contribute ideas and vocabulary on a theme in a brainstorming session (e.g., studying a social studies theme). Direct and prompt the responses when necessary.

- In small groups or as a large class, students complete a KWL (WML) chart. If working in small groups, students can use visuals for concepts. Later, help students find the right words to write down the concept.

**Specific Outcome**

**Work in Groups**

*Students will be able to:*

**5.2.2** take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- take turns when he/she contributes to group ideas?
- listen actively when others are speaking?
- participate actively and add ideas during small- and large-group activities?

☐ **Checklists/Rubrics**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Record observations of students' turn-taking behaviours. Use this data in conference with students and coach them about positive group interactions.

General Outcome **5**

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

**5.2** Encourage, Support, and Work with Others

**Specific Outcome**

**Work in Groups**

*Students will be able to:*

**5.2.2** take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

## Teacher's Notes

**Work in Groups**

*Students will be able to:*

**5.2.2** take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

---

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

☐ **Conferences with Groups**

Conference with students during and after a project to discuss group interactions. Set goals with the students for further group work. Review group assessment forms with students to determine the successes and needs of the group and to assess individual input.

---

**Über Gruppenarbeit nachdenken**

Datum: _____

Name: _____

Alle Gruppenmitglieder unterschreiben _____ , _____

_____ , _____ , _____ , _____

Wie war eure Zusammenarbeit? Habt ihr mit der Gruppe diskutiert, welches Kästchen ihr anmalen wollt?

1.  Wir haben unsere Zeit gut ausgenutzt.

| immer | manchmal | fast nie |

2.  Wir haben uns gegenseitig geholfen, am Thema und bei der Arbeit zu bleiben.

| immer | manchmal | fast nie |

3.  Wir haben uns gegenseitig geholfen, die Aufgabe zu verstehen.

| immer | manchmal | fast nie |

4.  Wir haben uns gegenseitig zugehört.

| immer | manchmal | fast nie |

5.  Wir haben uns gegenseitig unterstützt.

| immer | manchmal | fast nie |

6.  Wir haben alle mit Gedanken und Meinungen beigetragen.

| immer | manchmal | fast nie |

7.  Wir haben die Arbeit gut aufgeteilt.

| immer | manchmal | fast nie |

Beantwortet diese Frage.

1.  Ein Problem, das aufgekommen ist, war _____

_____

_____

2.  So haben wir das Problem gelöst _____

_____

_____

---

## SAMPLE **RESOURCES**

General Outcome **5**

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

**5.2** Encourage, Support, and Work with Others

**Specific Outcome**

**Use Language to Show Respect**

*Students will be able to:*

**5.2.3** adjust own language use for different situations.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students practise a dialogue with one another using the *du* form. Then students act out the same dialogue pretending they are talking to the principal, a store clerk, or a friend's parent. Make the changes on the board, demonstrating the use of the *sie* form.

- Students write dialogues and practise role-plays of the following situations:
  - speaking with familiar adults
  - speaking with visitors
  - introducing new friends
  - eating dinner at a friend's house
  - asking permission at the office
  - solving disputes/problems on the playground
  - using the telephone to leave a message
  - working in groups with younger students

**Use Language to Show Respect**

*Students will be able to:*

**5.2.3** recognize that individuals adjust language use for different situations. *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– participate responsibly in the classroom community?
– demonstrate an awareness of various situations and respond appropriately?
– adjust language use appropriately in a variety of situations?

☐ **Checklists/Rubrics**

Use the above criteria when making a checklist or rubric to assess the activities. For example, a checklist to use while observing role-play may consist of the following:
– uses *sie/du/ihr* in the correct situations
– makes conjugation and other adjustments
– uses appropriate gestures
– observes conventions (e.g., handshaking)
– speaks louder/slower as needed

---

SAMPLE **RESOURCES**

General Outcome **5**

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

**5.2** Encourage, Support, and Work with Others

**Specific Outcome**

**Evaluate Group Process**

*Students will be able to:*

**5.2.4** acknowledge achievements of others.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students' contribution to a group web are initialled or circled in their favourite colours.

Bären essen
Beeren, Gras,
Fisch

CY

Bären machen
Winterschlaf

MB

BÄREN

Bären können 400-
500 kg wiegen

JB

Bären können
Bäume klettern

LR
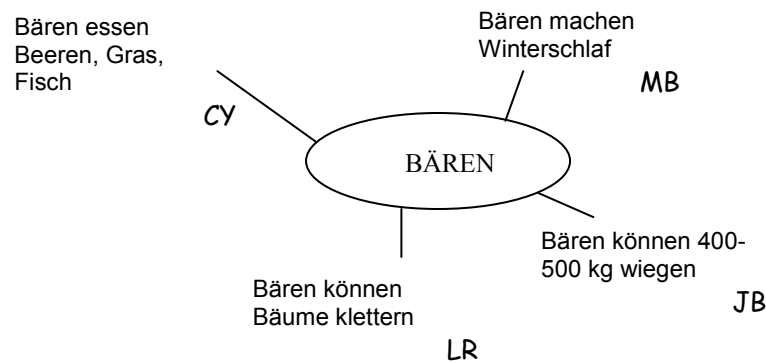
- Create a "Things We Do Well" chart with photos, drawings, or models, or a group in action accompanied by sentence(s).
  - "We helped each other on this _____ by _____."
  - "(name) helped me with _____."
  - "We are making a _____ together."

- Students are taught vocabulary, which allows them to acknowledge the achievements of others.

- At the end of the year, students create a book in which their classmates can write compliments or special memories of the other students. Ensure that all students are represented in the book.

**Use Language to Show Respect**

*Students will be able to:*

**5.2.4** acknowledge achievements of others. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– celebrate group success?
– help others understand the task?
– collaborate and cooperate to achieve a variety of tasks?
– follow group instruction?
– encourage others to do their best?

☐ **Checklists/Rubrics**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Record when students use expressions of encouragement and praise.

---

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.1** Linguistic Elements |
|---|---|---|

**Specific Outcome**

**Sound–Symbol System**

*Students will be able to:*

**6.1.1** use, in modelled oral and written situations, all elements of the sound-symbol system.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students unscramble words.

- Every week, students practise new alliterated sentences or tongue twisters for each letter (e.g., *Vampir Viktor mag Vanille-Eis*).

- Students make lists of word families (e.g., *Land, Hand,* etc.).

- Students create nonsense words, taking phonograms—that is, a symbol representing a spoken sound such as a single letter or a combination of letters (e.g., *p, b, sch, ß, au*) —from a chart. They then write a sentence using the invented word in a context. The audience must guess at the spelling and meaning of the word.

- Students participate in a formal spelling program.

- Present the syllables of a word out of order. Students identify and correct the syllabic construction of the word.

- Students create a silly alliteration sentence for a letter of the alphabet. This can be compiled and made into a book. As well, each student can contribute one or two of their sentences to form a class project. This can be posted on the school website and shared by others.

**Specific Outcome**

**Sound–Symbol System**

*Students will be able to:*

**6.1.1** use, in modeled oral and written situations, all elements of the sound-symbol system. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
−   use the German sound-symbol system orally?
−   use the German sound-symbol system in written form?

☐ **Portfolios**

With students, collect samples that demonstrate use of written form. Use their samples to observe progression of sound-symbol usage and skills. Look for the transference of words from students' formal spelling program to their daily work.

☐ **Spelling Program**

Uses the students' pre- and post-test results to observe patterns in errors to guide their instruction.

☐ **Formal Individualized Testing**

Use random letter or sound recognition of the German alphabet. This will also guide instruction for the student.

---

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.1** Linguistic Elements |

**Specific Outcome**

### Vocabulary

*Students will be able to:*

**6.1.2** experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students ask for permission to do things in German (e.g., *Darf ich bitte Wasser trinken?*).

- Students change a modelled dialogue using different vocabulary.

  *Was machst du am Wochenende? am Freitag?*
  *Ich gehe schwimmen/bleibe zu Hause.*

  Students act out the dialogue with a partner and then act out the changes.

- After the study of a theme, present students with an opportunity to use the vocabulary and/or phrases in a completely different context by involving them in a different hands-on, realistic, and/or constructive activity (e.g., dramatize, build, demonstrate, make, create a model, look, etc.). The activity should be something they have not done before in that theme.

- Post commonly used phrases in the classroom.

**Vocabulary**

*Students will be able to:*

**6.1.2** experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

– use vocabulary and expressions appropriately in a variety of classroom and school contexts?
– experiment with German vocabulary and expressions?
– actively participate in classroom activities?
– apply vocabulary learned from one situation to another?
– add more vocabulary than that found in the teacher-generated lists?
– ask for assistance to build/develop new vocabulary, or use other resources?

☐ **Observation Checklist**

Develop an outcome-based checklist and observe as students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress noted.

## SAMPLE **RESOURCES**

- *Mini Spatzenpost*

- *Jahressammelband*

- *Jungösterreich*

- *Zeitschriftenverlag*

- www.minispatzen.post.at

General Outcome **6**

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

**6.1** Linguistic Elements

**Specific Outcome**

**Grammatical Features**

**6.1.3** use, in **modelled** situations, the following grammatical elements:
- plural of nouns
- correct indefinite nominative articles and possessive pronouns *mein* and *dein*
- compound nouns
- negation (*nicht, kein)*
- noun and verb agreement for plural nouns
- prepositions to define spatial relationships
- verbs (infinitive and 1st person singular, present tense)

use, in **structured** situations, the following grammatical elements:
- *sein, haben, dürfen, können, müssen* (present tense)
- simple questions using *wer, wie, was, wo*

use, in **independent** situations, the following grammatical elements:
- connect definite articles to familiar nouns in the nominative case

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

**Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming**.

**Specific Outcome**

**Grammatical Features**

*Students will be able to:*

**6.1.3**   see above *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

−   use linguistic elements described above?

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.1** Linguistic Elements |

**Specific Outcome**

**Mechanical Features**

*Students will be able to:*

**6.1.4**   experiment with and use basic German mechanical features.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create simple sentences and write all nouns in a different colour. They point out any nouns that are capitalized.

- Students learn how to conjugate a verb. They then invent a verb and write the endings in a different colour.

- Model how to build and extend a sentence.

**Specific Outcome**

**Mechanical Features**

*Students will be able to:*

**6.1.4** experiment with and use basic German mechanical features. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- properly write the months or days of the week, or titles (e.g., *Herr, Frau, Herr Doktor, Frau Pastor*)?
- capitalize other proper nouns?
- recognize quotation marks and begin to apply their use?
- begin a sentence with a capital letter and end the sentence with either a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?

☐ **Checklists**

Develop an outcome-based checklist (see Focus for Assessment) to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

☐ **Work Samples**

Collect work samples from students to assess their progress.

---

## SAMPLE **RESOURCES**

General Outcome **6**

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

**6.1** Linguistic Elements

**Specific Outcome**

**Discourse Features**

*Students will be able to:*

**6.1.5** experiment with and use basic German discourse features in oral, written, and visual texts.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Following an example, students write a simple conversation and act it out with different partners or with puppets.

- Students are given pictures of people talking. Empty speech bubbles are added. Students fill in the bubbles with something the person might be saying. Some examples include:
  - dialogue in a restaurant
  - giving directions to a place in the community
  - meeting a new student and asking personal questions.

- Students write a letter to a pen pal and ask personal questions.

- After brainstorming and categorizing ideas about a topic, students construct a paragraph. Direct discussion on organization, topic sentence, and supporting details.

- A page of a story is photocopied. Students highlight the name of each character in a different colour. Then they find other discourse markers relating to those characters (e.g., pronouns, possessives, etc.) and highlight them with the corresponding colour.

GRADE

**2**

Specific
Outcome

**Discourse Features**

*Students will be able to:*

**6.1.5** experiment with and use basic German discourse features in oral, written and visual texts. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– experiment with basic discourse features in oral and written texts?
– use basic discourse features in oral and written texts?
– recognize discourse markers in texts?

☐ **Anecdotal Records**

Observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

☐ **Rubric**

Create an outcome-based rubric with the students and use it to evaluate how well students are able to experiment with and use basic discourse features in oral and written texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Anecdotal Records**

Observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

☐ **Rubric**

Create an outcome-based rubric with the students and use it to evaluate how well students are able to experiment with and use basic discourse features in oral and written texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

## SAMPLE **RESOURCES**

General Outcome  **6**

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

**6.2** Language Competence

GRADE

**2**

**Specific Outcome**

### Listening

*Students will be able to:*

**6.2.1** listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to classmates talk about themselves. Ask questions to check for understanding.

- Repeatedly use key phrases and vocabulary to model routine classroom directions.

- After listening to a short German text, students answer questions that can be answered with *Ja* or *Nein* to test their understanding.

- Students are given a picture. Give instructions for the student to follow (make circles around familiar objects, colour an object, draw a box, etc.).

- Play Simon Says with the students.

- Students play I Spy.

- Play *Als ich jung war* and give situations. Students guess whether these situations are true or false.

**Specific Outcome**

**Listening**

*Students will be able to:*

**6.2.1** listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– listen to and understand simple oral sentences in a variety of familiar situations?

☐ **Conferences**

Meet with students to check on their understanding of key information they have heard.

☐ **Work Samples**

Students' work samples are collected to assess their understanding of material presented.

---

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |

**Specific Outcome**

### Speaking

*Students will be able to:*

**6.2.2** produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students ask simple questions in German (e.g., *Darf ich bitte zur Toilette gehen?*).

- Students practise choral speaking of a poem, a song, a story, etc.

- Students view a picture based on a familiar topic and produce a sentence to describe the picture.

- Students practise a structured conversation and then produce one on their own.

- Using puppets, figures, or stuffed animals, students have conversations about different topics.

- On Monday, students speak about what they did on the weekend. On Friday, they speak about their upcoming plans.

**Speaking**

*Students will be able to:*

**6.2.2** produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

− spontaneously, and with guidance, use simple oral sentences in a variety of familiar situations?

☐ **Anecdotal Notes**

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. The information should be reviewed every so often to note progress over time.

☐ **Informal Observation**

Observe students as they participate in the activity and make mental notes on the extent to which students are able to produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. Offer feedback, encouragement, and praise as needed.

---

## SAMPLE **RESOURCES**

General Outcome **6**

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

**6.2** Language Competence

**Specific Outcome**

**Reading**

*Students will be able to:*

**6.2.3** read and understand a series of sentences or a short text on a familiar topic.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read simple sentences and match these to pictures.

- Students read a brief description of a person and then draw, label, or write about what they have read.

- Students read a short text chorally with the teacher (e.g., poem, song).

- Students read a recipe, which they then prepare with the teacher.

- Students sequence sentence strips of familiar dialogue or poems.

- Students reconstruct a sentence that has been scrambled.

- As part of the home reading program, students take home familiar texts to read to family members. This same text can be shared with a buddy reader from an older class.

**Reading**

*Students will be able to:*

**6.2.3** read and understand a series of sentences or a short text on a familiar topic.
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

−   read and understand simple words and sentences in structured situations?

☐ **Taped Interviews**

The student's progress is taped three times during the year. In a one-on-one conference, ask both information and comprehension questions, and have the student read a text to assess fluency.

☐ **Running Records**

Keep track of a student's ability to read and comprehend as it occurs in class.

☐ **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to read and understand simple words and sentences in structured situations (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

## SAMPLE **RESOURCES**

- *Bärenspaß*
- *Monsterbücher*

| General Outcome *6* | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |
| --- | --- | --- |

**Specific Outcome**

**Writing**

*Students will be able to:*

**6.2.4**  write simple words and sentences on familiar topics in a structured situation.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create words, as in *Scrabble,* with letters, blocks, or paper letter cards.

- Students write a short paragraph about themselves.

- Students learn a poem and write their own verse following the same pattern.

- Using an example, students create a booklet about a typical day.

- Students write about *Mein Tier, Meine Familie, Mein Freund, Meine Schule.*

- After hearing a familiar story, each student divides a piece of paper into thirds. Each section represents the beginning, middle, and end. Students write a sentence representing each section and draw an illustration. Model this, including the sentences, until students are comfortable with the process.

**Writing**

*Students will be able to:*

**6.2.4** write simple words and sentences on familiar topics in a structured situation.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– Produce, with guidance, simple words and sentences on familiar topics?

☐ **Rubrics**

Develop an outcome-based rubric to evaluate student production of a simple text (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Work Samples**

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

☐ **Writing Conference**

Collect samples of student work that they produce both with help and independently.

---

## SAMPLE **RESOURCES**

General Outcome **6**

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

**6.2** Language Competence

Specific Outcome

**Viewing**

*Students will be able to:*

**6.2.5** view and understand simple, familiar events and/or representations.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students view any of the following:
  - sculptures
  - paintings
  - plays
  - class presentations
  - dance
  - concerts
  - cartoons

  Students then talk about their impressions.

- After making representations of a viewed text, students present and share their representations.

- Set up an opportunity for students to view older classes as they present and share songs, poems, and dialogues.

- Students look at a wordless picture book for two minutes and then close it. They then list as many items as possible based on their ability to recall details.

**Viewing**

*Students will be able to:*

**6.2.5**  view and understand simple, familiar events and/or representations. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

−  demonstrate understanding when viewing events, and/or representations?

☐ **Conferences**

Discuss with students a representation, a viewing activity, or an event.

☐ **Anecdotal Records**

Observe students during or after a viewing event and make notes of their active listening skills and participation when viewing an event.

---

## SAMPLE **RESOURCES**

- Mitgutsch, Ali. *Das Riesenbilderbuch*. Ravenburger Verlag. 1980.
  ISBN 3-473-30600-2

- *Mini Spatzenpost*

- *Jahressammelband*

- *Zeitschriftenverlag*

- www.minispatzen.post.at

| General Outcome | **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |

**Specific Outcome**

**Representing**

*Students will be able to:*

**6.2.6** use a variety of forms to create simple representations of ideas, events, and information.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students draw pictures depicting a story.

- Students act out words or situations.

- Students create a collage to represent something (e.g., winter activities, food).

- Students create a painting, drawing, or sculpture to represent an idea, event, personal experience, or people.

- Students act out a story the class has read together.

- Students design and illustrate a story map or other type of Graphic Organizer of a story they saw, read, or heard to post in a hallway display case (see Appendix D).

- After a field trip to a museum, students create a mural of what they saw. The class can be divided into small groups and subtopics to work on the murals.

**Representing**

*Students will be able to:*

**6.2.6** use a variety of forms to create simple representations of ideas, events, and information. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– use a variety of forms to create simple representations of ideas, events, and information?

☐ **Portfolios**

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

☐ **Work Samples**

Assess samples of students' work, such as picture collages and mobiles, to assess their ability to create simple representations of ideas, events, and information. Photograph or video record the samples for later reference (at a year-end class celebration, for example).

---

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.3** Sociocultural/ Sociolinguistic Elements |

**Specific Outcome**

**Register**

*Students will be able to:*

**6.3.1** distinguish between formal and informal situations.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students prepare questions about leisure activities. They then conduct a survey first with other (*du*) students and then with other teachers (*Sie*).

- Students dramatize a telephone conversation to different people in different situations.

- Students pose questions to an invited guest.

- Students practise a dialogue with a friend and then say the same dialogue pretending to talk to a teacher.

**Register**

*Students will be able to:*

**6.3.1** distinguish between formal and informal situations. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

−   distinguish between formal and informal situations?

☐ **Videos**

Student dialogues can be recorded, watched, and discussed.

☐ **Conferences**

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and, together, make plans for improvement. Conference with students to discuss participation and personal responsibility in the classroom and school community.

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.3** Sociocultural/ Sociolinguistic Elements |

**Specific Outcome**

**Idiomatic Expressions**

*Students will be able to:*

**6.3.2**  understand and use some simple idiomatic expressions as set phrases.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are involved in celebrating a birthday and sing *Zum Geburtstag Viel Glück* or *Viel Glück und viel Segen.*

- Students wish someone good luck and say *"Ich drücke dir die Daumen"* (e.g., when a student has a competition).

- Students wish someone *Schönes Wochenende* at the beginning of a weekend. The expected response is *Danke, gleichfalls*.

**Idiomatic Expressions**

*Students will be able to:*

**6.3.2** understand and use some simple idiomatic expressions as set phrases. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– understand and use some simple idiomatic expressions as set phrases?

☐ **Anecdotal Records**

Record information throughout the year about students' ability to understand and use simple idiomatic expressions in German.

☐ **Self-Assessment**

Students create a list of idiomatic phrases as they are introduced in class. As they become aware of using these phrases spontaneously when speaking, they check them off their list.

## SAMPLE **RESOURCES**

General Outcome **6**

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

**6.3** Sociocultural/ Sociolinguistic Elements

**Specific Outcome**

**Variations in Language**

*Students will be able to:*

**6.3.3**   acknowledge individual differences in speech.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- While watching videos, students try to recognize different accents. They discuss the differences in English.

- Students discuss how grandparents say certain things.

- Once a month, invite a guest speaker to read to the students. This could include older students, other teachers, parents, community members, etc.

- Establish a buddy reading program with an older class.

- Provide a variety of forms and genres in the listening centre (e.g., interactive talking books, videos, audiotapes, CDs). These forms should include different voices, accents, intonations, and registers.

**Variations in Language**

*Students will be able to:*

**6.3.3** acknowledge individual differences in speech. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- acknowledge individual differences in speech?
- react positively when presented with differences in speech?

☐ **Anecdotal Records**

Make notes of student progress during buddy reading sessions.

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria to assess a student's ability to understand and acknowledge differences in speech.

---

## SAMPLE **RESOURCES**

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

General Outcome **6**

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

**6.3** Sociocultural/ Sociolinguistic Elements

**Specific Outcome**

**Social Conventions**

*Students will be able to:*

**6.3.4** use basic politeness conventions.

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students practise a dialogue provided by the teacher.

- Students practise saying *Guten Appetit* when eating lunch.

- Students learn *Ich drücke dir die Daumen* (e.g., when another student has a competition).

- Students role-play an aspect of a telephone conversation (e.g., they introduce themselves). Puppetry can also be used.

- Students extend appropriate greetings to the teacher and others.

- The class brainstorms for behaviours which demonstrate politeness. This list is posted and serves as a reminder for students.

**Social Conventions**

*Students will be able to:*

**6.3.4** use basic politeness conventions. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

− use basic politeness conventions?

☐ **Anecdotal Records**
Record students' behaviours when addressing people they frequently encounter.

---

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.3** Sociocultural/ Sociolinguistic Elements |
|---|---|---|

**Specific Outcome**

**Non-verbal Communication**

*Students will be able to:*

**6.3.5** experiment with using some simple non-verbal means of communication.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Act out some verbs. Students must guess their meaning. Students act out verbs suggested by the teacher.

- Students act out simple sentences that others guess (e.g., *Samantha trinkt ein Glas Wasser*).

- The class plays Simon Says.

- The first five minutes of the day are silent. With assistance, students communicate their needs using any means except verbal communication.

**Nonverbal Communication**

*Students will be able to:*

**6.3.5** experiment with using some simple non-verbal means of communication.
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

−   experiment with using simple non-verbal means of communication?

☐ **Anecdotal Records**

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour, both within and outside the school context.

---

SAMPLE **RESOURCES**

General Outcome **6**

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

**6.4** Language Learning Strategies

**Specific Outcome**

**Cognitive**

*Students will be able to:*

**6.4.1** use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Warm-up Activity: Write new words on the board (five to seven words). Students repeat the words orally. Give students two minutes to memorize them, and then erase the words and have students say them or write them down.

- Game: Introduce new vocabulary and choose one word. Students have 30 seconds to write the word as many times as possible. Discuss with students how this helps them to remember the word.

- Students develop and maintain second language dictionaries with words learned through reading.

- Students learn a list of words by putting the words in categories.

- Students use mental images to learn new words.

- When reading a story or poem, students do actions to match certain words.

**Specific Outcome**

**Cognitive**

*Students will be able to:*

**6.4.1**  use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- learn short rhymes or songs?
- incorporate new vocabulary or sentence patterns?
- maintain a personal dictionary?
- imitate sounds and intonation patterns?

☐ **Checklists**

Using a list of cognitive language learning strategies, check those used by students either with guidance or independently, and track some for frequency.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

---

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.4** Language Learning Strategies |

**Specific Outcome**

### Metacognitive

*Students will be able to:*

**6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students write myths to present in German (e.g., *Wie der Tiger seine Streifen bekam*). Help write the text. Students read the text once with no help. Talk about the strategy of rehearsed language, using questions such as, "How can you become comfortable saying it?" or "How many times do you think you need to repeat it?" Repeat this with students, and point out great improvement after numerous repetitions.

- Students reflect on how they learn (e.g., the teacher reads a text and checks for understanding). Then read the text with the students, and talk about how hearing and seeing what is written increases understanding.

- Say six words and then ask students to recall them. Explain the words and write them on the board. Students spend one minute repeating the words and are asked to recall them again. A discussion follows about how Step 2 helped them to remember.

- Students are asked to dramatize a text and present it to the class or another class.

- Students are asked to practise reading a text to the class.

- A poem is given to each student to practise and present to the class.

**Metacognitive**

*Students will be able to:*

**6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student:

- rehearse or role-play activities to enhance learning?
- reflect on a task?

☐ **Anecdotal Records**

Observe four or five students per class as they solve problems, reflect on their strengths and weaknesses, identify their own needs, and monitor and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information should be dated and used to enhance or modify future instructions.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

---

## SAMPLE **RESOURCES**

**General Outcome** *6*

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

**6.4** Language Learning Strategies

**Specific Outcome**

**Social/Affective**

*Students will be able to:*

**6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students read with a partner. Check for understanding by asking students to summarize the story in German or English, and discuss how it was helpful to work with a partner.

- Model reading strategies and self-correct when making a mistake by stopping to discuss how taking a risk is important and that making a mistake is okay.

- When students make a mistake, correct them by saying the sentence correctly and encouraging students to repeat the sentence.

- Give students a token when they use German with a classmate.

**Specific Outcome**

**Social/Affective**

*Students will be able to:*

**6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text). *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– seek assistance of a friend to interpret a text?
– interact with others?
– take risks with language use?

☐ **Self-Assessment**

Provide students with a self-evaluation related to the Focus for Assessment criteria, such as:
– I asked a friend for help.
– I asked the teacher for help.
– I looked at the pictures.
– I reread the text.

Students complete a simplified version of the strategy inventory.

☐ **Anecdotal Records**

When students are working on assigned tasks, note the extent to which they:
– approach tasks with confidence.
– persevere, trying different approaches or strategies when having difficulty.
– tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge.

## SAMPLE **RESOURCES**

**General Outcome** *6*

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

**6.5** Language Use Strategies

**Specific Outcome**

**Interactive**

*Students will be able to:*

**6.5.1** use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non-verbally).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students play charades using Win/Lose/Draw and realize how mime and pictures help comprehension.

- Students say *Wie sagt man _____ auf Deutsch* when they do not know a word or phrase.

- Students invent a nonsense word in groups by using phonographs on charts provided by the teacher. Students invent a meaning for the word and use it in a sentence. The class guesses the meaning of the word. Lead a discussion on why they were able/not able to understand.

- The class creates a poster of phrases to help students remember expressions.

- Model techniques that demonstrate lack of understanding (e.g., raising eyebrows, a puzzled look, thumbs up or down).

**Interactive**

*Students will be able to:*

**6.5.1** use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non-verbally). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
−   indicate lack of understanding verbally or non-verbally?
−   ask for clarification?

☐ **Anecdotal Records**

Keep track of when students ask questions to help comprehension.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

---

## SAMPLE **RESOURCES**

•   Pictionaries and dictionaries

General Outcome **6**

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

**6.5** Language Use Strategies

**Specific Outcome**

**Interpretive**

*Students will be able to:*

**6.5.2** use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Picture Stories: Students match a series of sentences to the pictures that go with each.

- Read a storybook and helps students realize how they can figure out what is going on by looking at the pictures.

- Provide students with a list of unknown words that nobody will know. Then use the words in a sentence while making gestures to help students understand. Discuss how context aids comprehension.

- Before reading an illustrated story to the class, show the actual illustrations and model the role illustrations play in comprehension.

- Students highlight key words they know in a text, and discuss how a few words can help them comprehend the text.

**Interpretive**

*Students will be able to:*

**6.5.2** use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- use illustrations to aid reading comprehension?
- listen or look for key words?
- determine purpose for reading?
- use knowledge of sound–symbol systems to aid reading?

☐ **Anecdotal Records**

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

---

## SAMPLE **RESOURCES**

| General Outcome 6 | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | 6.5 Language Use Strategies |
|---|---|---|

**Specific Outcome**

**Productive**

*Students will be able to:*

**6.5.3** use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students learn a song with a lot of repetition and make up a new verse in small groups. Then they follow a discussion in English of how they were able to make a new verse.

- Students practise choral reading.

- Students practise saying tongue twisters and alliteration sentences.

- Students create their own story after reading a repetitive story.

- Students take turns as the teacher conducts daily routines or leads choral reading.

- Students refer to resources such as wall charts and sentence frames to guide their speech.

**Productive**

*Students will be able to:*

**6.5.3** use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
− use familiar, repetitive patterns from stories, songs, or other media?

☐ **Checklists**

Keep track of students' progress when using strategies to produce language on their own.

☐ **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the productive strategies taught and practised in class.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

---

## SAMPLE **RESOURCES**

| General Outcome **6** | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.6** General Learning Strategies |
|---|---|---|

**Specific Outcome**

**Cognitive**

*Students will be able to:*

**6.6.1**  use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Help students complete a KWL (WML) chart on a specific topic (e.g., article on an animal).

- Students web topics in two colours (e.g., houses):
    - what we know already—blue
    - new words—red

- Students brainstorm what they know about a topic and add new information.

- Students write a brief retelling of a simple story, and then write a sentence about what it reminds them of or what it makes them think of.

**Cognitive**

*Students will be able to:*

**6.6.1** use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

− connect what they know with what they are learning?

☐ **Anecdotal Records**

Record notes on when students demonstrate the ability to connect what they know with what they are learning.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

---

## SAMPLE **RESOURCES**

- *Mücki* magazine

General Outcome **6**

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

**6.6** General Learning Strategies

**Specific Outcome**

**Metacognitive**

*Students will be able to:*

**6.6.2** use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students write myths to present in German (e.g., *Wie der Tiger seine Streifen bekam*). Help them write the text. Students read the text once without help. Discuss how students can become comfortable saying it. "How many times do you think you need to repeat it?" Repeat the text with students and, after numerous repetitions, point out how great the improvements are.

- Students reflect on how they learn (e.g., the teacher reads a text and checks for understanding). Students then reread the text and talk about how hearing and seeing what is written increases understanding.

- Say six words and then ask students to recall them. Explain the words and write them on the board. Students spend one minute repeating the words and are then asked to recall them. A discussion follows about how Step 2 helped them to remember the words.

**Specific Outcome**

**Metacognitive**

*Students will be able to:*

**6.6.2** use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning). *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- set goals?
- reflect on learning and assess personal effort?

☐ **Conferences**

Discuss with students their use of various goal-setting and reflective strategies.

☐ **Self-Assessment/Self-reflection**

Guide students to reflect on the activities. Assist students in focusing on how they are performing, and provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may sometimes be necessary to have students reflect and write journal entries or self-assessment in English in order to express their thoughts clearly and concisely. Alternatively, students complete a simplified version of the strategy inventory.

## SAMPLE **RESOURCES**

| General Outcome | 6 | *Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.6** General Learning Strategies |
|---|---|---|---|

**Specific Outcome**

### Social/Affective

*Students will be able to:*

**6.6.3** use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn).

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Note**: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Set up pen pals for the entire class to write letters to students in a German country or in another German school. Students then continue contacting their e-pals or pen-pals on their own.

- During free time, students choose to listen to German music, read a German book, or choose from a variety of activities that are educational and fun.

- Inform students and parents of community organizations and activities in which students can participate and extend their learning.

- Invite students to keep track of books read in German, and give out stickers to help them.

- Allow for individual choice in students' learning as often as possible.

**Social/Affective**

*Students will be able to:*

**6.6.3** use simple social and affective strategies to enhance general learning
(e.g., follow their natural curiosity and intrinsic motivation to learn). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– demonstrate intrinsic motivation to learn the language?
– demonstrate curiosity to learn the language?

☐ **Checklists**

Prepare a checklist to evaluate and record whenever a student demonstrates intrinsic motivation to learn.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

---

## SAMPLE **RESOURCES**

| General Outcome 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.1** Self-identity |
|---|---|---|

**Specific Outcome**

**Valuing German Language and the Cultures of German-speaking Peoples**

*Students will be able to:*

**7.1.1** participate in and appreciate cultural activities and traditions.

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in:
    - Oktoberfest
    - viewing German dancers
    - St. Nikolaus Tag
    - comparing Christmas in Canada with Christmas in Germany
    - videos showing culture
    - mask-making at Carneval time
    - songs
    - Greetings
    - visit by a German author/musician
    - fairy tale study

**Valuing German Language and the Cultures of German-speaking Peoples**

*Students will be able to:*

**7.1.1** participate in and appreciate cultural activities and traditions. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- participate in language and cultural activities/traditions?
- demonstrate an appreciation for cultural activities and traditions?

☐ **Checklists**

Record when students demonstrate clear enjoyment and appreciation of cultural activities and traditions.

## SAMPLE **RESOURCES**

| General Outcome 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.1** Self-Identity |
|---|---|---|

**Specific Outcome**

**Valuing Bilingualism/Multiculturalism**

*Students will be able to:*

**7.1.2**  recognize the benefits of a bilingual/multicultural education.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students can participate in the following activities:
    - draw pictures about the benefits of learning.
    - make a booklet "It's Cool to Learn German because (reason)."
    - listen to music.
    - write about a situation in their journal in which they use German outside of the home.

- Students discuss the advantages of being bilingual (in English).

- Using a catchy phrase, students create a poster/bookmark to promote the study of German.

**Valuing German Language and the Cultures of German-speaking Peoples**

*Students will be able to:*

**7.1.2** recognize the benefits of a bilingual/multicultural education. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– participate in bilingual/multicultural education activities?
– demonstrate an appreciation for bilingual/multicultural activities?

☐ **Anecdotal Records**
Observe and record when students demonstrate appreciation for bilingual/multicultural activities.

---

## SAMPLE **RESOURCES**

| General Outcome **7** | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.2** German Culture |

**Specific Outcome**

**Historical Elements**

*Students will be able to:*

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students may participate in:
    - *St. Nikolaus*
    - *Sankt Martin (Martinstag)*
    - *Adventskalender*
    - bringing a picture/object from home
    - asking their grandparents to come and read a traditional story
    - asking their grandparents to come and talk about Christmas in German-speaking countries when they were young
    - baking Christmas cookies
    - making masks for *Karneval*
    - bringing goodies for classmates on their birthdays

- Folk rhymes are an excellent way to study traditional elements of the German-speaking world. Children's folklore is a way to represent and reflect traditional elements of cultures of the German-speaking world. Students may learn folkloric rhymes, poems, and songs.

- The teacher and/or students bring in German artifacts from home or from within the community, and explain the history behind it. Some items may include:
    - *Kuckucksuhr*
    - items of traditional clothing
    - pewter decorations
    - wood carvings

**Specific Outcome**

**Historical Elements**

*Students will be able to:*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

- participate in activities/experiences that reflect traditional elements of German language and culture?

☐ **Anecdotal Records**

Observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture, and include the context of all the observations.

☐ **Self-Reflection**

Students complete a self-reflection following involvement in a traditional German activity. Respond to the students' self-reflections with positive feedback.

---

## SAMPLE **RESOURCES**

General Outcome **7**

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

**7.2** German Culture

**Specific Outcome**

**Contemporary Elements**

*Students will be able to:*

**7.2.2** participate in activities and experiences that reflect contemporary elements of German culture (see example above).

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students can:
  - listen to German pop music
  - watch a film by Janosch

- Students learn about:
  - schools in German-speaking countries today
  - food flyers from German-speaking countries
  - information from the Internet
  - pen-pal programs
  - how to write to a city in a German-speaking country to get information about the city and make a collage
  - contemporary greetings/expressions
  - favourite stories
  - a book fair in a German-speaking country

- Students prepare questions to ask visitors from German-speaking countries about culture today.

**Contemporary Elements**

*Students will be able to:*

**7.2.2** participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

− participate in activities/experiences that reflect contemporary elements of German language and culture?

☐ **Anecdotal Records**

Observe how the students participate in activities and experiences that reflect contemporary elements of the German language and culture. Include the context of all the observations.

☐ **Conferences**

Conference with the students to discuss and provide feedback regarding students' participation and experiences in contemporary German language and cultural activities.

---

## SAMPLE **RESOURCES**

- Janosch videos

General Outcome **7**

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

**7.2** German Culture

**Specific Outcome**

**Diversity**

*Students will be able to:*

**7.2.3** recognize diverse elements of German culture in school and/or local community.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn about differences within German-speaking countries:
  - Christmas dinner
    - Turkey
    - Goose
    - Smoked eel
    - carp (Austria)
  - *Karneval* - Rheinland
  - *Fasching* - Süddeutschland
  - *Grüß Gott* vs *Guten Tag, Servus, Grüß dich*

- Students conduct a survey of cultural backgrounds represented in the class. They complete a chart listing their birthplace and that of their parents/grandparents.

- Students learn about different German-speaking communities in Manitoba.

- When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents on how they celebrated Christmas or Easter when they were young. Students share information gathered with their classmates.

**Diversity**

*Students will be able to:*

**7.2.3** recognize diverse elements of German culture in their school and/or their local community. *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– recognize diverse elements of German language and culture in their school?
– recognize diverse elements of German language and culture in their community?

☐ **Checklists**

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

☐ **Anecdotal Notes**

Record examples of students' behaviours. Use the data to conference with students.

---

SAMPLE **RESOURCES**

General Outcome **7**

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

**7.2** German Culture

**Specific Outcome**

**Change**

*Students will be able to:*

**7.2.4** gather information to demonstrate change within the German culture.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students interview grandparents or elders in the community about specific cultural things in Germany when they were young. Then students discuss how things have changed. For example,
  - Halloween is becoming more and more popular
  - German spelling has recently changed
  - stores are open longer hours
  - more anglicisms are accepted
  - television and computers are more prevalent

- Students are matched with pen pals in Germany and write letters, asking questions about German culture today.

**Change**

*Students will be able to:*

**7.2.4** gather information to demonstrate change within the German culture. *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- gather or contribute information to demonstrate change within the German language and culture?

☐ **Checklists**
Record students' abilities to gather information and explain changes when asked.

## SAMPLE **RESOURCES**

**General Outcome** **7**

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

**7.3** Building Community

**Specific Outcome**

**Valuing Diversity**

*Students will be able to:*

**7.3.1** explore diversity within the classroom and among families and communities.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students:
  - interview others in the classroom/school exploring holiday traditions, music, etc.
  - participate in a class exchange and possibly a visitation
  - visit other bilingual schools
  - interview and are interviewed by high school students
  - participate in a pen-pal program with another bilingual school

- Students examine different greetings in the north versus the south of Germany. Dialogues could be acted out.

**Valuing Diversity**

*Students will be able to:*

**7.3.1** explore diversity within the classroom and among families and communities.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- recognize diversity in the family, school, and community?
- demonstrate appreciation for diversity?
- explore differences between himself/herself and others?
- demonstrate understanding of diversity?

☐ **Checklists**
Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided to students.

---

## SAMPLE **RESOURCES**

**General Outcome** 7

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

**7.3** Building Community

**Specific Outcome**

**Valuing Similarity**

*Students will be able to:*

**7.3.2** explore similarities within the classroom and among families and communities.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in:
    - an inter-school visitation
    - an inter-program visitation with the objective of exploring common values and interests

- Students bring in pictures of a family celebration (e.g., Christmas, birthday). Pictures are displayed and looked at, and similarities are discussed.

- A mini-immersion day with another class could be planned. Students get together to do activities and eat together.

**Specific Outcome**

**Valuing Similarity**

*Students will be able to:*

**7.3.2** explore similarities within the classroom and among families and communities.
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- recognize similarities between self and others?
- appreciate similarities between self and others?

☐ **Anecdotal Records**

While observing discussions, note and record when students recognize similarities between self and others.

---

## SAMPLE **RESOURCES**

**General Outcome** 7

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

**7.3** Building Community

**Specific Outcome**

**Contributing to Community**

*Students will be able to:*

**7.3.3** participate co-operatively in group activities by contributing ideas and supporting others.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in Carnival day.

- Students write a myth (see 5.2.2).

- Students participate in a concert (e.g., *Die Vogelhochzeit*).

- After reading the story *Otto macht alles verkehrt*, studentd make up a sentence to continue the story and illustrate their sentence. Then all pages are put into a booklet.

- With the entire class, brainstorm characters, activities, and places. Write these on a board. Have students get into a group. One student thinks of a character, one student thinks of a place, and one of an activity. They all write a story based on what everyone has said. They cannot talk while they write. When they finish writing, they read what they wrote out loud.

- In small groups, each student writes one of the following:
  – person (people)
  – place
  – action
  – time
  – situation

  The group then writes a skit based on these ideas, often with hilarious results (begin by providing cards with suggestions).

- Using a digital camera, students walk around the school or community and capture pictures of *Meine Schule*. The pictures are printed and students write or type one sentence for each picture. These can be published and distributed as part of the school newsletter.

- Students participate in a variety of group activities:
  – making a mural
  – dramatization
  – cooking
  – book or story study, etc.

  Before working, students establish roles and responsibilities for all group members.

**Contributing to Community**

*Students will be able to:*

**7.3.3** participate co-operatively in group activities by contributing ideas and supporting others. *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– participate cooperatively during group activities?
– contribute ideas to the group and support ideas of other group members?

☐ **Self-Evaluation**

The student fills out a self-evaluation regarding his or her participation.

– I followed instructions.
– I worked well with my partner(s) to get the job done.
– I was helpful to my group members.

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## SAMPLE **RESOURCES**

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

**Specific Outcome**

**Responsible Citizenship**

*Students will be able to:*

**7.4.1** demonstrate personal and social responsibility in the classroom, school, and community.

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## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students discuss environmental issues in school, class, home, or community.

- Students discuss respect among people, countries, religions, or businesses.

- Students draw/develop a mural depicting respect/acceptance within the school, family, community, or the world.

- Students run a recycling program and make posters to promote recycling.

- Students participate in a schoolyard clean up. Each class in the school can take a turn.

- Assign classroom helpers.

- Students participate in a community service project to demonstrate responsible citizenship, such as a school year clean-up or planting flowers around the school.

**Specific Outcome**

**Responsible Citizenship**

*Students will be able to:*

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

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:

– demonstrate personal and social responsibility in the classroom?
– demonstrate personal and social responsibility in the school?
– demonstrate personal and social responsibility in the community?
– show a willingness to accept responsibility for his or her actions and behaviour?

☐ **Checklists**

Observe students as they work together on community service projects in the classroom and/or school and as they discuss responsibilities. Use a checklist.

☐ **Anecdotal Comments**

Observe the students in both formal and informal situations. Comment on how the student demonstrates responsibility in various situations. Use these comments to guide conferences and to assist the student in establishing responsible behaviour.

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## 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
**2**

**Specific Outcome**

**Interdependence**

*Students will be able to:*

**7.4.2** recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students work with a partner to solve a word search or crossword puzzle.

- Students plan and create murals with a partner.

- Students participate in making classroom quilts, each student making a square.

- Students do four sentence stories, in a group of four.

- Students discuss a playground event where an action of one spoils a game for others.

- Students show how school staff work together and how we all have a responsibility to work with them.

- Students discuss the roles of members of a household and how they work together.

- When brainstorming a specific topic (e.g., foods you know in German), students first have to write down words individually and then work with a partner. Following that, the class has a discussion about the benefits of working together.

- At the beginning of the year, create a class puzzle. Each student gets a blank puzzle piece and personalizes it with his or her name and a self-portrait. The puzzle pieces are then assembled and the entire puzzle is displayed on a bulletin board.

**Interdependence**

*Students will be able to:*

**7.4.2** recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others. *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– recognize the advantage of working with a partner or group?
– understand the importance of each member fulfilling their responsibility?
– work cooperatively with others?

☐ **Anecdotal Comments**

Record comments based on observations made while the student is participating in initial establishment of roles and responsibilities. Observe follow-up behaviour.

☐ **Conferences**

Both during and after a group activity, discuss with a student the role and responsibilities of a group. Use anecdotal comments and self-assessment sheets to encourage and guide the student in fulfilling his or her responsibility.

☐ **Self-Assessment**

After a group activity, each student completes a self-assessment sheet in order to assess personal contributions and the roles of other group members.

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## SAMPLE **RESOURCES**

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

**Specific Outcome**

**Intercultural Skills**

*Students will be able to:*

**7.4.3**  identify and describe causes of conflict in the classroom.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Read a story involving conflict, and then parallel the situation to one that the students may have experienced.

- Students listen with attention to the opinions of others.

- Students pass around a talking stick. The student with the stick can speak. Others listen.

- Students demonstrate personal and social responsibility in the classroom, school, and community by:
  - maintaining a clean desk and classroom
  - using problem-solving skills in discussing and solving problems
  - making a poster of current events
  - taking turns as classroom helpers
  - making a mural about acceptance with captions in German

**Contributing to Community**

*Students will be able to:*

**7.4.3** identify and describe causes of conflict in the classroom. *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
- identify causes of conflict in the classroom?
- listen attentively to the opinion of others?

☐ **Anecdotal Records**

Use the Focus for Assessment criteria to comment on the student's progress. Observe the student in both formal and informal situations. The data collected can guide conferences with students and encourage the students to try a variety of strategies for identifying causes of conflict and possible solutions.

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## SAMPLE **RESOURCES**

General Outcome **7**

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

**7.4** Global Citizenship

Specific Outcome

**Future Opportunities**

*Students will be able to:*

**7.4.4**  identify personal strengths and areas for development.

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## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a self-evaluation chart.

  | | | |
  |---|---|---|
  | I always listen. | ☺ | ☹ |
  | I always cooperate. | ☺ | ☹ |
  | I complete my work. | ☺ | ☹ |
  | I do my best. | ☺ | ☹ |

- Students set a goal for next month. Guide the sentence structure (e.g., *Ich möchte gerne …*).

- Students illustrate:
  - something they do well
  - what they want to do better

- Students choose a piece of work to submit to their portfolio.

- Students choose an item at the end of a week to submit to their portfolio. Students can conference with the teacher and explain their choice.

- Students create a photo feature. They bring photos from home that display an aspect of personal strengths and an area for improvement. For example, a student may perform a dance very well but feel that she or he needs to practise the piano more. Students explain their photo feature and entertain questions.

**Future Opportunities**

*Students will be able to:*

**7.4.4**   identify personal strengths and areas for development. *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student:
– identify personal strengths?
– identify areas for improvement?
– set simple goals for improvement?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

☐ **Conferences**

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

☐ **Goal-Setting Booklets**

Students pick items for their portfolio and select a simple rationale for choosing each piece (e.g., I wrote neatly. I coloured nicely.).

☐ **Portfolios**

Use the portfolio to examine the choice the student has made to demonstrate her or his best work or growth. The portfolio can be used for further discussion with the students. Discuss with students a variety of ways in which they can achieve their goals.

> **Mein Portfolio**
> Warum ist diese Arbeit in meinem Portfolio?
> ❐ Hier habe ich deutlich geschrieben
> ❐ Hier habe ich schön gemalt.
> ❐ Hier habe ich schön gezeichnet.
> ❐ Das ist mein Lieblingsstück.
> ❐ _____

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## SAMPLE **RESOURCES**