

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

Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences, and feelings.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- After reading a story, students share their feelings about the story. For example,
Ich finde diese Geschichte _____ (lustig, traurig, doof, gut, nicht so gut).

Ich mag die Hauptperson, weil ____ (er,sie) _____ (lustig, schlau, brav) ist.

- Students observe the growth of a plant in science class and keep a daily record of its growth. They then illustrate and label their observations.
- In a Sharing Circle, students share ideas. They speak or contribute when they are holding the stuffed animal or talking stick (e.g., sentence models for sharing their favourite Teddy):

_____ (Mein, Meine) _____ heißt _____.

Wir _____ (spielen, essen, schlafen) zusammen.

- Groups of students look at pictures of people from different cultures or countries. They make observations and discuss what they see.
- After listening to a poem, students express their feelings about the poem through a painting.

(continued)

Consider Others' Ideas*Students will be able to:***1.1.1** describe personal observations, experiences, and feelings. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists/Rubrics

Develop checklists or rubrics that reflect observations made during circle time. In addition, make notes on the accuracy of the students' use of the plural forms of verbs. Date and record the context of the observations, and review data to note progress and to guide individual conferences.

(continued)

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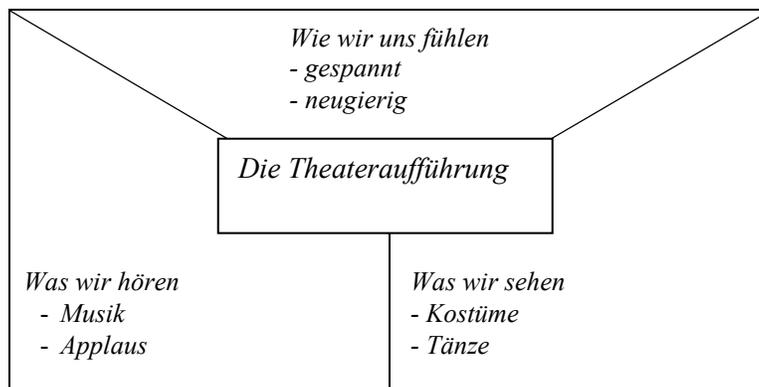
Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences, and feelings. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- A different student is appointed “*Schüler der Woche*” each week and brings items for show and tell. The student then tells the class about herself or himself. Others ask questions such as, *Was ist dein Lieblingsessen? Wann hast du Geburtstag? Wie alt ist dein Teddy? Wer hat dir den Teddy gegeben? Wie heißt er?*
- Students share their personal observations and feelings about a cultural event they attended. Student observations and feelings are recorded on a class Y-chart. For example:



- Students watch a video and then write in their journals about their favourite parts or exciting events.
- As a group, students listen to music, watch videos or slides, or look at pictures and then describe their feelings related to the listening or viewing exercise.

Consider Others' Ideas*Students will be able to:***1.1.1** describe personal observations, experiences, and feelings. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)***Erfahrungen beschreiben—Lehrercheckliste****Inhalt**

Der Schüler/Die Schülerin:

- kann persönliche Beobachtungen auf Deutsch beschreiben
- kann in einer Kleingruppe persönliche Ideen und Gefühle ausdrücken
- kann in einer Großgruppe persönliche Ideen und Gefühle ausdrücken
- kann sich die Gefühle oder Ideen anderer anhören
- kann sich auf andere Menschen einstellen und entsprechend antworten

Mündlicher Ausdruck

- Lautstärke
- Blickkontakt
- Anzahl an Sätzen
- Reihenfolge der Sätze
- angebrachtes Thema
- Genauigkeitsgrad der Grammatik
- Sprechgeläufigkeit

 Anecdotal Records

Record observations during students' informal interactions to note how they describe personal observations, experiences, and feelings. Date and record the context of the observations.

 Conferencing

Record interviews with students at different times during the year.

SAMPLE RESOURCES

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

Consider Others' Ideas

Students will be able to:

- 1.1.2** consider others' ideas and observations to discover and explore personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading a wordless book, students take turns telling their partners what they see on each page. At the end, they discuss what the whole story is about. This can also be done with specific social studies/health topics.
Student 1: *Ein Hase schläft unter einem Baum.*
Student 2: *Der Hase sieht einen Wolf und fängt an zu rennen.*
- Invite students to share their ideas about a topic of interest during a Talking Circle activity. Each student is encouraged to speak, and students are given time to reflect on what others have said.
- Before viewing or listening to a text, students are asked to make a prediction. As the story proceeds, they can make additional predictions or alter their original prediction based on the information presented. Record each stage of prediction with a different coloured marker.
- Introduce students to the language and pronunciation of a series of survey questions, and invite them to conduct a student survey. Surveyors complete a form with statements in German such as:

Wer in der Klasse ...	Unterschrift
1. wohnt in einem weißen Haus?	
2. hat einen Goldfisch?	
3. mag Spinat?	

- Students write up interview questions based on the 6 Ws: *Wer/Wie/Was/Wo/Wann/Warum*, on the topic they are studying.
- Students role-play stories they read in class in which the characters are in conflict. At a given signal, they transform the plot into one where people try actively to listen to and understand the other person's point of view.
- The class brainstorms for vocabulary and expressions relating to "considering others." Class suggestions are recorded on chart paper and can be referred to in different contexts.

Consider Others' Ideas*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen to others?
- paraphrase what others have said?
- use ideas of others to extend knowledge?

 Checklists

Use observation forms to note the behaviours of the students as they engage in conversation when role-playing during a Talking Circle. Look for examples of behaviour that show students considering others' ideas to build their own understanding.

Schüler- name	hört anderen zu	stellt Fragen	spricht Deutsch freiwillig	bleibt am Thema

 Rubrics

Create a rubric for students' summaries using the W6 questions practiced in class. These rubrics may be used for students to assess their own performance.

 Anecdotal Records

Note the behaviours of the students as they consider others' ideas and observations to develop their own personal understanding. Date the observations. Writing on self-stick notes may be helpful as they can easily be moved to a student's file.

 Comprehension Checks

Give a pop quiz after a discussion circle to enforce accountability for listening and to check comprehension of other's ideas. (Example question: true or false. *Martin hat über seinen Hund gesprochen?*)

(continued)

General Outcome

1

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

1.1 Discover and Explore

GRADE

3

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 consider others' ideas and observations to discover and explore personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Consider Others' Ideas*Students will be able to:*

- 1.1.2** consider others' ideas and observations to discover and explore personal understanding. *(continued)*

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

After students have had an opportunity to practice role-play situations, they are assessed using criteria such as:

- language is understandable
- interaction is sustained
- pronunciation is accurate
- grammar is correct
- message is comprehensible
- language is appropriate to the context.

 Conferences

Individual students share samples of their work with the teacher (e.g., sample of their survey forms). Discuss with individual students the progress they are making in considering others' ideas.

OR

Pairs of students share their interpretations of the wordless picture book with the teacher. Discuss with individual students the progress they are making in considering others' ideas.

 Self-Assessment

Encourage students to tell about how they used others' ideas to help them learn more about a particular topic. This may be done in a Sharing Circle or as a personal thank-you note.

Heute habe ich von (name) etwas neues gelernt.

Er/Sie sagte dass _____.

Rollenspiele bewerten

5 – sehr gut, höher als erwartet

4 – allen Erwartungen entsprechend

3 – gut/ genügend

2 – einige Schwächen

1 – sehr schwach

- Der Inhalt ist verständlich.
- Die Sprache ist deutlich.
- Die Ausdrücke passen zum Kontext.
- Die Strukturen stimmen.
- Die Interaction wird aufrechterhalten.
- Die Sprecher unterstützen sich gegenseitig, durch Fragestellung, Stichwörter und nicht wörtliche Kommunikation.

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

Experiment with Language

Students will be able to:

- 1.1.3** experiment with language to express feelings, and talk about experiences and events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- Students describe a holiday.
Mein Urlaub war _____. Ich war in _____. Ich habe _____ gesehen.
- Students discuss moods evoked by artwork or colours (e.g., *Wenn ich das Bild/die Farbe sehe, fühle ich mich _____*).
- The class discusses and groups adjectives (e.g., feeling, colour, size, etc.)
- Students describe how they feel or how they act as story characters, or as people in flashcard pictures are feeling.
*Ich bin krank. Ich habe Kopfschmerzen.
Ich habe Langeweile.
Ich bin glücklich.*
- Share a personal timeline of memorable experiences or milestones in your life, and invite students to create personal timelines that depict memorable milestones in their lives. These milestones may be accompanied by personal sketches showing how the students felt.
- After a holiday or long weekend, students are asked to prepare answers in German to *wo, wer, wie, was, warum, wann*, (6Ws) in point form. Then each student writes down the 6W question words. Each student finds a partner and proceeds to ask or answer one of the 6W questions.
A: *Sage mir bitte wie.*
B: *Es war sehr schön.*
Trade: B asks, A answers
B: *Sage mir bitte wann.*
A: *Wir waren Samstag in Banff.*
A puts a check mark beside B's *wie* question. B puts a checkmark beside A's *wann* question. Students find a new partner and so on until most have five checkmarks. Students then report one new thing they learned from a classmate.
- During a field trip, use a digital camera and prepare pictures that students can use to prepare a photo essay, by arranging the photographs and writing captions about the field trip.

(continued)

Experiment with Language*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- express personal thoughts, feelings, experiences?
- elaborate on ideas, feelings and experiences?
- experiment with expressive language?
- contribute positively during class discussions?
- actively engage in the interaction, using German to gain the required information?
- sustain interactions, taking risks with German?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria. Note the behaviour of students as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

 Anecdotal Records

The teacher is involved in a round of questions. Ask a question and answer it. Then ask the students question that they answer. Record the quality of questioning and answering. Writing on self-stick notes may be helpful as they can easily be moved to a student's file.

 Conferences

Conference with the students about how they share personal feelings and experiences when creating their personal timeline. Provide positive feedback and support to help the students develop and expand ways of expressing personal experiences.

(continued)

General Outcome

1

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

1.1 Discover and Explore

GRADE

3

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 experiment with language to express feelings, and talk about experiences and events. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Invite students to share what they learned and what they found interesting from a field trip in which they recently participated. These ideas are recorded on sheets that are then posted in the classroom. Students use these ideas to help them complete a field trip summary sheet. Students may include illustrations with accompanying captions.
- Invite students to add expressive words and phrases to a class list. Students match and cut out pictures from magazines to illustrate the list.
- Students make a story vine to help aid storytelling about themselves, holidays, story recall, etc.

Experiment with Language*Students will be able to:*

- 1.1.3** experiment with language to express feelings, and talk about experiences and events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Reflection Logs and Journals**

Review journals and Reflection Logs to determine whether students are able to express personal thoughts, feelings, and experiences, and if they experiment with expressive language.

 Work Samples

Collect samples of student work to assess how well students are able to express personal thoughts, feelings, and experiences, and whether they experiment with expressive language.

SAMPLE RESOURCES

- mes-english.com (picture cards/flash cards for discussion or prompts)

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

Express Preferences

Students will be able to:

1.1.4 collect and share favourite oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- Students share their favourite stories with a variety of audiences, such as other students and family members. Students bring in favourite books they had when they were younger for a special display.
- Students choose favourite German books from the library and create advertisements for them using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists in the classroom from a brainstorming activity to assist them in creating advertisements to promote their book.
- Students create a new book cover for a favourite book or poem.
- Students view a short animated cartoon or movie in German. Invite students to share what they enjoyed about the cartoon or movie, and record these ideas on poster paper that is posted in the classroom. Elements such as characters, music, storyline, etc., should be addressed. Then students discuss their favourite animated movie with a partner.
 - *Mein Lieblingsfilm ist _____.*
 - *Die Hauptfigur ist _____.*
 - *Die Musik war _____.*
- Students bring in objects that remind them of a book, poem, or song. As they tell the story of their objects, they place them in memory boxes they have decorated.
- Set up a graphing activity to record what children identify as favourite oral, literary, or media texts for the week. Discussion follows about any observations that can be made from the graph.
- Students bookmark their favourite websites about a topic and then create a German poster that advertises the websites.
- Students sketch their favourite scene from a story they have heard, read, or viewed. Students display and give simple reasons for choosing the story and scene as their favourite, using vocabulary reviewed in class.

Express Preferences*Students will be able to:***1.1.4** collect and share favourite oral, literary, and media texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- choose a variety of texts?
- name favourites?
- give reasons for selecting text as favourite?
- share willingly?
- share confidently?

 Self-Assessment

Help the students note and talk about how they shared information regarding their favourite animated movie. Students use a self-reflection sheet such as the following:

Mein Lieblingsfilm	
Was ich gesehen habe:	Was ich gehört habe:
Am besten finde ich die Stelle, wo _____	
Das finde ich gut, weil _____	

 Conferences

Discuss with each student his or her growing collection of favourite texts.

 Recording of Oral Presentation

Both students and teachers use these for assessment.

Nach meinem Vortrag—Schülercheckliste

Schreibe D – Dieses Mal habe ich es gemacht!

Schreibe N – Nächstes Mal mache ich es bestimmt!

- ___ - Ich habe laut und deutlich gesprochen.
- ___ - Ich habe viel Blickkontakt zu den Zuschauern gehabt.
- ___ - Ich war nicht zu nervös.
- ___ - Ich habe meistens frei gesprochen.
- ___ - Ich habe eine interessante Einleitung gehabt.
- ___ - Mein Vortrag war interessant u. lehrreich.
- ___ - Ich habe am Ende eine Zusammenfassung gehabt.
- ___ - Ich habe alle Fragen gut beantwortet.

SAMPLE RESOURCES

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

Set Goals

Students will be able to:

1.1.5 develop a sense of self as German speaker, reader, writer, and presenter.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students take part in a Readers' Theatre and choral reading.
- Weekend Journal: On Friday, students write the 6W questions (*wer, wie, was, warum, wann, wo*) in their journal. On Monday morning, they write answers about their experiences (e.g., *Wann—Sonntag haben wir bei Oma gegessen*). Students practise the present-perfect form.
- Students complete a book report on a favourite story. Provide sentence starters.
 - *Die Hauptperson ist _____.*
 - *Das Problem ist _____.*
 - *Ich finde dieses Buch toll/gut/nicht so gut*
- Each day, a different student chooses a text she or he has read or written, and shares it with the class.
- Home reading: Students read at home and complete the following for each book they have read.

Datum: _____	Name: _____
Mein Buch	
Titel: _____	
Autor/Autorin: _____	
Die wichtigsten Figuren: _____	
Das hat mir besonders gut gefallen:	

- Post reading strategies in the room so the students can use these for setting goals.

Set Goals*Students will be able to:*

- 1.1.5** develop a sense of self as a German speaker, reader, writer, and representer.
(continued)

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

Does the student:

- show awareness of accomplishments as a reader, writer, illustrator?
- share accomplishments?
- set attainable goals for improvement independently?
- set goals with guidance?
- review goals?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria. Note the behaviour of students as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

 Conferences

Conference with each student to determine how he or she is developing a sense of self as a reader, a writer, and an illustrator. Review students' goals to assess whether they are realistic and manageable, and review their self-reflections to determine if their comments coincide with actual behaviours. Provide feedback and encourage students to continue to develop in these areas.

 Interviews

Conduct a language learner interview to determine how students view themselves as learners. These interviews may need to be conducted in English. Students may be asked to:

- describe language learning strategies.
- tell why and how the strategies helped them.
- tell why they use the various strategies.
- describe what they can do well.
- describe areas they would like to improve.

SAMPLE **RESOURCES**

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

Develop Understanding

Students will be able to:

- 1.2.1** examine how new experiences, ideas, and information connect to prior knowledge and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- After listening to a story, one student shares personal feelings, which triggers another student to do the same. For example, one student shares feelings of being afraid of a neighbour's dog. This reminds another student about his feelings when he first started to play hockey (e.g., *Martin hat Angst. Ich habe Angst wenn ...*).

- The class uses a story or film as a base for an in-class interview activity. For example,

Fragen

Was isst du am liebsten?

Welchen Film magst du?

Hast du ein Haustier?

Welches?

After interviewing a number of classmates, students reflect in their journals about their findings.

Das ist mir neu.

Karla isst am liebsten Eis.

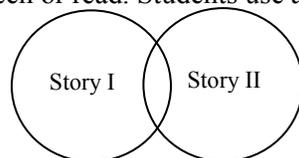
Jayden hat einen Salamander.

Das haben wir gemeinsam.

Mike und ich essen gern Pizza.

Leila und ich haben eine Katze.

- After reading a new story, students make comparisons of this work to stories, films, or pictures they have seen or read. Students use a Venn diagram to see areas of overlap.



- Students, working in small groups, complete a K-W-L (W-M-L) chart prior to, during, and after the study of an assigned topic in class.

W-M-L Tabelle		
Thema: _____		
W	M	L
Das weiß ich schon	Das möchte ich wissen	Das habe ich gelernt

Develop Understanding*Students will be able to:*

- 1.2.1** examine how new experiences, ideas and information connect to prior knowledge and experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge?
- access personal experiences?
- connect prior knowledge experiences?
- connect prior knowledge/experiences with new ideas?
- record connections?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria. Note students' behaviours as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

 Anecdotal Records

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

- students' prior knowledge and experience
- connections between prior knowledge and new experiences
- recording of connections
- gaps in knowledge and experiences

 Response Journals/Reflection Logs

After viewing a variety of photographs, posters, or pictures, and discussing similar activities and feelings as a class, students will write in their journals one of the responses they gave during the discussion. Students add any further information. Respond personally to the journals with questions or suggestions to extend the students' thinking and to provide positive feedback.

 Work Samples

Collect copies of KWL (WML) charts to assess the students' ability to access and connect prior knowledge and experiences to new situations.

SAMPLE RESOURCES

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

Explain Options

Students will be able to:

1.2.2 explain understanding of new concepts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share information about a new experience, and state how they feel about it (e.g., gym game):
*Wir machen einen Kreis.
 (Name) steht in der Mitte.
 Wir brauchen einen Ball.
 Wir wollen (Name) mit dem Ball treffen.
 Ich finde das gut/Es macht Spaß. Es ist doof.*
- Students draw a picture of building a bridge. Students say three things about their experience of doing the activity.
*Es macht Spaß.
 Es war schwer.
 Ich brauche Papier.*
- After reading a story about hobbies, students bring in and share their hobbies. Students can discuss which new hobby they would pick if they had a choice.
- Students talk about learning to play a new game at recess or make a variation of a game they are familiar with. Students can use a Venn diagram to compare the old version with the new version.
- Invite students to study, sort, and categorize a group of pictures and illustrations provided to them. Students must label their categories and be prepared to explain their rationale.
- After a study of community workers, students participate in a variety of field trips to become familiar with jobs performed by community workers (e.g., post office, newspaper, stores, police station). They write a simple paragraph about what they want to be when they grow up giving two or three reasons to support their choices.
- Working together, students create a Word Wall related to a specific topic or theme. They brainstorm for words or phrases and record these on self-stick notes, which they place on a large wall chart.
- Students hear a text being read to them three to four times. As they listen, they sketch their understanding of what they hear. They then write up a summary of what they heard.

Explain Opinions*Students will be able to:***1.2.2** explain understanding of new concepts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explain her or his understanding of concepts?
- provide a clear explanation of understanding?
- explain rationale?
- give examples of concepts?

 Checklists

Develop a checklist that reflects the Focus for Assessment criteria. All observations should be dated and the context included.

 Work Samples

Collect students' paragraphs about their chosen profession or job.

 Conferences

Have one-on-one conferences with students to give them an opportunity to explain their understanding of new concepts covered in class.

SAMPLE RESOURCES

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

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information in more than one way to make sense for self and others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For math, students participate in data gathering (e.g., who likes what for lunch). They then experiment with different ways to display the data using graphic organizers (see Appendix D).
- In the rock unit for science, students do a rock hunt of six specific types of rocks (e.g., two colours, see-through, smooth, rough, one colour, shiny). Students form groups and sort their rocks for two qualities (e.g., rough and one colour). Other groups are asked to identify the two qualities.
- Students use illustrations, labels, or hands-on materials to explain how to prepare their favourite food. They can present their work to the class.
- Students use story maps before writing a text or after reading a text.
- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, webs, or mind maps (see Appendix D). Students practise organizing information from familiar text using a variety of graphic organizers.
- Students write step-by-step instructions for simple everyday activities. They read these to a partner who follows them exactly to see if the directions need additional clarification.
- Students complete an activity in six to eight steps. Then they sequence the pictures for the steps and write a sentence for each picture, explaining the activity. This is also an opportunity to use transition words (e.g., *zuerst, dann, danach, zuletzt*).

Combine Ideas

Students will be able to:

- 1.2.3** arrange ideas and information in more than one way to make sense for self and others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- arrange ideas and information in an organized way?
- use a variety of organizational structures?
- use organizational structures appropriate for the information?

 Checklists/Rubrics

Create a checklist or rubric using pre-established criteria for each organizational pattern or graphic organizer taught. Students should be familiar with the criteria before they begin a task.

 Portfolios

Students select work samples that show different ways they have arranged ideas and information. Students include their reasons for choosing each work sample.

 Work Samples

Collect samples of student work such as the Venn diagram, survey charts, and story maps as evidence of students' abilities to use a variety of methods to organize information.

SAMPLE RESOURCES

- templates for story maps (see *Success for All Learners* [Manitoba Education and Training, 1996])
- step-by-step activities available in the English language arts curriculum framework.

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Extend Understanding

Students will be able to:

1.2.4 reflect on ideas and experiences to clarify and extend understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use sentence frames that clarify and explain new situations, such as:
Wo ist ___?
Was heißt ___?
Wer ist ___?
Wie heißt das?
- Social Studies Unit—Past, Present, Future: Students choose an item that does a job for us on a daily basis (e.g., iron). They share information about the item that did the same job in the past, using a picture or the real item. Students use their imagination to talk about how this item would work in the future (picture or item). This is done as a presentation. Students name the item, tell how it works, and compare the item (past, present, and future models). Sentence models are provided and editing of work is done.
- With students, build a chart of essential questions on a variety of survival themes (e.g., *Wo ist die Toilette? Wie finde ich das Büro?*).
- Review vocabulary to describe the physical characteristics of a person (e.g., hair colour, eye colour, etc.), and students practise asking questions about physical appearance (e.g., *Hat das Kind blaue Augen? Hat das Kind lange Haare?*). Students practise vocabulary and asking questions by playing the board game *Guess Who*.

Extend Understanding*Students will be able to:***1.2.4** reflect on ideas and experiences to clarify and extend understanding. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reflect on his or her ideas and the ideas of others?
- reflect on personal experiences?
- use reflection to clarify understanding?
- ask questions that are beyond the literal level?
- ask questions that result in new understanding?
- extend thinking through asking questions?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria to note how students use questions to clarify understanding and extend learning.

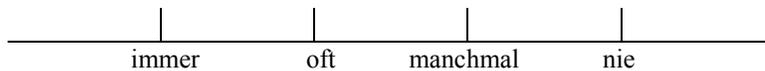
 Anecdotal Records

Record the students' question-asking behaviour. Date and review notes to determine developing patterns of questioning.

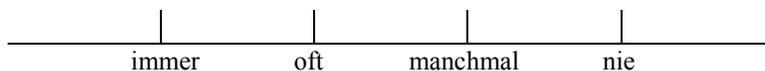
 Rating Scale

At various points in the school year, students rate themselves along a continuum.

Ich denke über die Geschichten nach,
die wir in der Klasse gelesen haben.



Ich bekomme neue Ideen,
wenn ich über etwas nachdenke

**SAMPLE RESOURCES**

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

Prior Knowledge

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, sentence patterns may be modelled or words brainstormed.

- After reading a book on squirrels, students share stories about their own experiences.
Student 1: *Im Park gibt es viele Eichhörnchen.*
Student 2: *Bei uns im Hinterhof gibt es Eichhörnchen.*
As they read stories about children in other parts of Canada, students make comments.
Student 1: *Die Schule sieht aus wie unsere Schule.*
Student 2: *Ich habe in B.C. auch hohe Berge gesehen.*
- Students record their responses to texts, using such sentence frames as:
 - *Ich bin so wie Sue, weil ich auch blonde Haare habe.*
 - *Ich weiß wie Sue sich fühlt, weil ich auch einen Bruder habe.*
- Students create photo essays on ideas presented in a story. They share their work by talking about their photos and the ideas they represent.
- After seeing examples of totem poles, coats of arms, maple leaf, etc., students discuss how the symbols represent important aspects of people's lives. Students then construct personal totem poles, etc., using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story.
- A box of clues is used to help students recall a story. Collect three or four artifacts related to the story. Students take turns withdrawing an item. After an item is withdrawn, students discuss the item. Later, they bring all the items together and discuss their relationship. Students make their own clues.
- Invite the students to make predictions about a story by previewing the front cover, illustrations, title page, etc. Students represent their predictions by sketching ideas to show what will happen in the story. Students listen to or read the story to check their predictions.
- At the onset of a new theme or topic, invite students to contribute their knowledge and experiences to a class KWL (WML) chart.
- At the onset of a new topic or theme, invite students to create a title page using symbols, words, and phrases to display their prior knowledge and personal experiences with the topic.

Prior Knowledge

Students will be able to:

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- share personal experiences?
- make connections between new knowledge and previous experiences?
- discuss connection to other oral, literary, and media text?

 Checklists/Rubrics

Create a checklist or rubric based on the Focus for Assessment criteria to assess students' skills in making connections between their prior knowledge and personal experience and a variety of texts. Note progress over time.

 Anecdotal Records

Use self-stick notes when assessing students' skills and strategies in accessing prior knowledge and experiences in order to make connections with and comprehend text. Date all observations and review students' records to note patterns and progress.

 Conferences

Observe students as they complete graphic organizers and prediction activities. Discuss the links students make between prior knowledge and personal experience and the text. Students reflect on whether there is an improvement in the accuracy of predictions. Alternatively, interview students about a text using questions such as:

- *Worum geht es in dieser Geschichte?*
- *Was passiert in dieser Geschichte?*
- *Was weißt du über dieses Thema?*
- *Ist dir schon mal so etwas passiert?*
- *Hast du schon mal so eine Geschichte gelesen?*
- *Erinnerst du dich an ein anderes Buch?*

 Work Samples

Collect samples of students' work to observe links between their prior knowledge and personal experiences and texts. For example,

- sketches or title pages that represent prior knowledge
- personal photo essays

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

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading, a student infers the meaning of an unfamiliar word from the context of the sentence and by using picture clues.
- After listening to a chapter, students talk about the book and make conclusions.
- While viewing a video segment, students predict what might happen next. Having viewed the video, and using sentence starters provided by the teacher, students discuss their predictions and draw conclusions.
- Social Studies Unit—Past, Present, Future: After studying past and present, students predict what our community might be like in the future (i.e., buildings, transportation, schools).
- Before reading a new story, the class discusses the title and predicts what the story might be about. Then, show only the pictures, and students draw conclusions and make inferences. Students sketch and label their predictions and conclusions.
- Students use a variety of reading strategies posted in the class. Students can use these for self-assessment.
- Students predict what will happen in a story by using the title, pictures, and background knowledge. Students silently read a set amount of pages to check their predictions. Students then find sentences in the story that either confirm or refute their predictions and read them out loud. Ask what they think will happen next. Continue this process throughout the entire story with students predicting, checking, and confirming or refuting predictions.

(continued)

Comprehension Strategies*Students will be able to:***2.1.2** anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- set purposes for listening, reading, viewing?
- make predictions?
- confirm predictions by referring to the text?
- adjust predictions while interacting with the text?
- retell main components of narrative text: setting, characters, problem or goal, and solution, or main components of informational text: identify topic, key idea, supporting ideas, and details?
- effectively use retelling as a comprehension strategy?
- sequence events chronologically when retelling?
- summarize key ideas when retelling?
- include details in retelling that are based on text?
- demonstrate confidence in retelling?
- demonstrate enjoyment?

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

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Before, during, and after reading a story in class, model the Think-Ahead strategy. Make an overhead of the Think Ahead chart and record: predictions before reading; connections while reading; and check predictions after reading. While reading the text, stop to demonstrate what expert readers do when they verbalize what they think. Students, working with a partner, practise using the Think Ahead chart while reading a simple German text.

Vorausschauen		
Was kommt? (Predict)	Dein Beweis: (Connect)	Hat's gestimmt? (Check)

- Prior to viewing a video clip or cartoon animation, students receive an “identity card” that outlines a particular task (e.g., you are the main character’s mother and you are watching to see whether your son deserves a special birthday present). After viewing, students recall the key points of the video. Students discuss whether having a specific purpose in mind when viewing the video affected their recollection of the film.

Comprehension Strategies*Students will be able to:*

- 2.1.2** set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*
 Response Journals/Reflection Logs

After viewing a video, students reflect on the process of predicting what might have occurred next, as well as whether or not the prediction they made was correct. Students write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

- When I view, I _____.
- _____ helps me _____.
- I understand best, when _____.

Students may follow similar framed sentence structure to reflect on this reading comprehension strategy.

 Conferences

Conference with students to assess knowledge, skills, strategies, and attitudes. Use some of the following questions to guide the conferences.

- What do you know about _____ (topic)?
- Why did you choose this text?
- What was your favourite part and why?
- What predictions did you make? Did you change your mind? Why?
- What was the text about?
- What did you do when it did not make sense?
- Did you find any hard words? Show me one of them. What did you do when you met this hard word?
- What did you do when you came to a word you did not know?
- Would you recommend this text to a friend? Why?

Record students' responses. Date and include the context of the conference.

SAMPLE RESOURCES

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

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students talk about what they do when they come to a word they do not know.
Student 1: I look at the picture on the page and see if that helps.
Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word means.
Student 3: I try to sound the word out first—especially if it’s a word that’s easy to sound out.
From this discussion, draft a list of strategies in German and post it in the classroom.
- Students read a passage that has no punctuation or quotation marks. Individually, they add punctuation and quotation marks where appropriate. They then form small groups, read their punctuated passages, and discuss how the meaning of the passage changes because of the punctuation and its placement.
- To find out what a character said to another character in a story, students look for the words in quotation marks and highlight them with a highlighter pen.
- After silent reading, students reflect and comment on the types of punctuation marks they notice and how they add meaning to the story.
- Write a passage on the board with no punctuation. Students read the passage and perform a specific action for each type of punctuation mark needed (e.g., where a period is needed, the students clap, tap for a comma, slap for a question mark, etc.).
- Model how textual cues such as titles, readings, table of contents, glossary, index, illustrations, graphics, and signal words help us construct meaning. Students work in small groups and practise using textual cues. Make a chart for reference.
- While viewing a video with the sound turned down, students make note of other cues that indicate changes to the plotline (e.g., lighting, etc.).
- Students complete a cloze exercise with or without a word bank. This can also be used to encourage students to use strategies. Do they read the title? ...read the next sentence? ...recall previous information?

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

Does the student:

- recognize textual cues?
- use textual cues to construct and confirm meaning when reading?
- use textual cues to construct and confirm meaning when listening?
- use textual cues to construct and confirm meaning when viewing?
- use textual cues to construct and confirm meaning when creating or composing text?
- participate actively?
- demonstrate enjoyment?

 Checklists/Rubric

Develop a checklist or rubric that reflects the Focus for Assessment criteria. The context of observations should be noted, along with the date in order to determine progress over time.

 Conferences

Observe students' responses during individual and small-group work to determine the extent of textual cues. Conference with students to determine how they were able to identify where punctuation and quotation marks needed to be placed. Conference questions may include:

- Tell me about _____. What cues told you to put a punctuation mark at _____ place?
- Tell me how _____ helps others understand the text.

 Portfolios

Students place copies of original text in their portfolios that show their knowledge of textual cues (e.g., highlighting of conversation in text).

SAMPLE RESOURCES

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

Cueing Systems

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading words in context, a student identifies a word by breaking it into parts or syllables, such as *In-for-ma-tion*, associating sounds with each part and blending the sounds into the word.
- When reading and writing, students segment unfamiliar words in the following categories:
 - compound words, such as Kindergarten
 - prefixes, such as *un-*, *mis-*
 - suffixes, such as *-ung*, *-heit*, *-keit*
- Students play Hangman, using words from their environment.
- The teacher brainstorms and charts word attack strategies.
- Students, working in pairs or in small groups, are given a list of basic sight words. They are given 15 minutes to find as many of these words as they can in books, on posters, or on charts.
- Students use a variety of methods to improve their personal memory bank of common, grade-appropriate words.
- Visual learners may try to “see” the word in colours or on an imaginary screen.
- Kinesthetic learners may trace the words with a crayon, their finger, or “air-write” them.
- Auditory learners may say the word and say the letters out loud.
- When reading sentences, students use phonetic knowledge and skills, together with prior knowledge, meaning, and grammatical cues, to read the unfamiliar words and comprehend the meaning.

Cueing Systems

Syntactic Cues: Refer to word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: Refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

Cueing Systems*Students will be able to:***2.1.4** use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use semantic (meaning) cues to decode words?
- use syntactic (word order) cues to decode words?
- use graphophonic (sound-symbol) cues to decode words?
- rely predominantly on one cueing system?
- read for meaning?
- monitor and self-correct?
- read fluently and with expression?
- attend to punctuation?
- read confidently with enjoyment?

 Anecdotal Records

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

 Miscue Analysis

Record miscues as students read orally one-to-one, or are audiotaped. Miscues are analyzed to know how effectively students use cueing systems.

 Running Records

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

SAMPLE RESOURCES

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

Experience Various Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Select a genre and form for at-home reading. Students are asked to keep a genre graph and make a brief report at least twice a year.
- Students listen to other readers during reading week or do buddy reading.
- When talking about a topic, students find other books, pictures, or other texts related to the topic either from home or the library.
- Students listen to the teacher read different versions of the same story to demonstrate how authors from different cultures create stories using the same plot. The Cinderella stories are an example. Students compare the different versions.
- After reading or listening to a variety of short stories, poems, or song lyrics, students dramatize their favourite part.
- Students participate in a home reading program by incorporating daily reading in German.
- Students listen to daily teacher read-alouds of poetry. Students are asked to listen for language patterns, rhythms, and imagery. Poems are kept in a Poetry Corner for students to read, reread, and share.
- Place texts that have been used for read-aloud activities in a Story Centre. Students read, reread, and share texts with a partner and on their own.

(continued)

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

Adventure shows	Illustrations	Maps	Recipes
Animations	Illustrated Storybooks	Messages	Riddles
Cartoons	Informational Texts	Movies	Rhymes
Comic Strips	Invitations	Non-fiction Chapter Books	Rhythms
Conversations/Dialogues	Jokes	Photographs	Signs, Notices
Diaries	Journals	Pictures	Songs
Drama	Labels	Picture Books	Stories
Dances	Legends	Plays	Symbols
Fables	Letters	Poems	Video Programs
Fairy Tales	Magazines	Puppet Plays	Websites

Experience Various Texts

Students will be able to:

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- choose to listen to German texts from a variety of genres and cultural traditions?
- sustain focused attention for independent listening, reading, or viewing?
- sustain focused attention for shared listening, reading, or viewing?

 Checklists/Rubric

Create a checklist or rubric based on the Focus for Assessment criteria. Review the checklist to provide feedback to students and parents, and to guide classroom instruction.

 Response Journals/Reflection Logs

Review students' Reading Logs to look for patterns in book selections and to determine whether the students are choosing a variety of oral, literary, and media texts that expand their experiences with forms, genres, and cultural traditions. Observe students demonstrating an increasing confidence in appreciating a variety of texts.

 Self-Assessment

Students need to review personal reading logs and set goals for reading a variety of genres.

SAMPLE RESOURCES

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

Experience Various Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Invite students to study a selection of greeting cards for a variety of celebrations (e.g., birthday, thank you, Easter, Christmas, sympathy). Students are asked to identify some common expressions, and then use them to create cards for classmates or family members.
- Video record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

Experience Various Texts

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

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

Connect Self, Texts and Culture

Students will be able to:

2.2.2 describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at German magazines and compare the photos to those found in English magazines.
- Social Studies—Special Communities: Read about a special community, and then students fill in a chart listing and comparing how special communities express themselves. Each student then fills in a column to share with the class (e.g., Sam’s father is from Chile).

	China	Germany	My Own
Essen	done as a class	done as a class	
Kleidung	↓	↓	
Ferien			
Sprache			
Gemeinschaft (Zeitungen, Radio, usw.)	↓	↓	

- The class creates a Venn diagram (see Appendix D) or a glyph (see Resources) to make comparisons between another community and their own community.
- Students create a mural to depict cultural traditions they have encountered in texts. Include texts about Canada. Students then create a mural about their own life. The murals are placed side-by-side to allow for a discussion on similarities and differences.
- Students interview a grandparent about their community when they were younger. Students then share and compare their data.
- After reading about Thanksgiving traditions, students prepare a presentation about their family traditions. After the presentation, students compare themselves to others (e.g., *Sam isst Truthahn. Ich esse auch Truthahn. Marie isst zu Hause. Ich bin bei Oma.*).
- Students establish a pen pal via email or letter correspondence with students in another community. Students discuss their life and traditions with their pen pals. Students share their communications with their classmates.

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

- 2.2.2** describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify how his/her daily life is the same as the lives of characters in texts?
- identify how his/her daily life is different from the lives of characters in texts?
- identify how traditions in his/her life are the same as the cultural traditions in the lives of characters in texts?
- identify how traditions in his/her life are different from the cultural traditions in the lives of characters in texts?

 Anecdotal Records

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

 Response Journals/Reflection Logs

Upon completion of the mural activity, students write in their journals, comparing their own experiences and traditions with those from the murals. Review the journal entries to determine students' skills in comparing personal experiences and cultural traditions to those of others.

 Portfolios

Completed compare-contrast forms may be placed in the students' portfolios along with reflection sheets. Reflection sheets may focus on completing simple statements.

SAMPLE RESOURCES

- Bamberger, Honi and Patricia Hughes, *Super Graphs, Venns, & Glyphs (Grades 1-4)*, Scholastic Books, 1999.
- www.mathwire.com/glyphs/glyphs.html

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

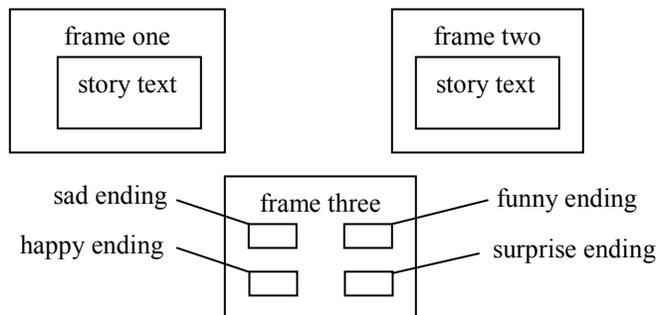
Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify words that form mental images and create mood in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When listening to a story for a second time, students listen for words or phrases that help them “hear” the sounds.
- Students watch for repeated familiar verses in stories:
*Spieglein, Spieglein an der Wand,
wer ist die Schönste im ganzen Land?*
- After listening to a story, students draw their impression of a character without having seen the illustration in the book. After completing their drawing, they add five descriptive words.
- Using interactive software such as *Hyper Studio* or *Photostory*, students create buttons so their reader can choose different endings to the story.



- With guidance, students examine how visual effects and auditory cues are used to create mood. Students are encouraged to observe how both music and the sounds of nature create the mood in a variety of texts. Follow up with a discussion or allow students to write their reflections in their journals.
- Using various media, read aloud a text in class. Students illustrate a portion of the text that evokes emotion and mood.
- Students choose a favourite German text and prepare to record the text, using effective narration, sound effects, and background music.

(continued)

Appreciate the Artistry of Texts*Students will be able to:*

- 2.2.3** identify words that form mental images and create mood in oral, literary, and media texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize words that create mood?
- show appreciation for the techniques that artists use to create emotions and mood?
- show appreciation for the techniques that authors, poets, and filmmakers use to represent emotions and mood?
- use words and artistic techniques to create emotions and mood in his/her own work?

 Self-Reflection

Students complete a self-reflection following a discussion on how both music and the sounds of nature create the mood in a variety of texts. Respond to the students' self-reflections with positive feedback.

 Portfolios

Students choose samples of their work that convey emotion and mood, such as the recording of a text that they prepared.

SAMPLE RESOURCES

- Mobile 2, four repetitive verses stories, fairy tales
- Mobile 2, *Pfannkuchen* Readers' Theatre

General Outcome

2

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

2.2 Respond to Texts

GRADE

3

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students, working in small groups, prepare Readers' Theatre presentations focusing on conveying emotion and mood through voice expression, background music, and sound effects.
- Examine a variety of examples of concrete poetry. Invite students to create their own concrete poems using words and phrases familiar to them. While reading a short story or poem aloud, invite students to listen for descriptive words and phrases that are used to create mood in the text. These words and phrases are recorded on a class chart and posted for future reference.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

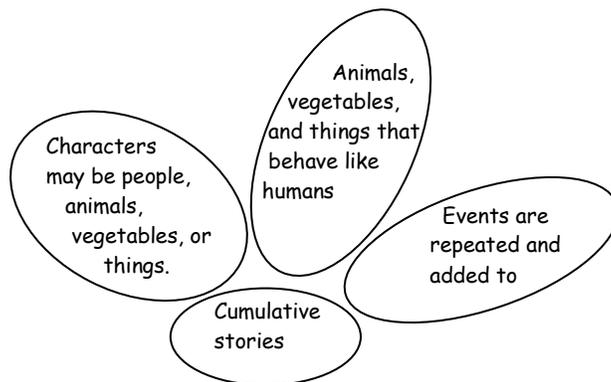
Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A group of students look through two or three types of text, such as magazines, storybooks, or websites, and identify ways in which they are organized differently.
- Students recognize traditional story beginnings:
 - *Es war einmal...*
 - *Vor langer Zeit...*
 - *Eines Tages...*
- Students introduce traditional characters into their stories such as princesses, dragons, talking animals, friends, and family members.
- Students do a variety of novel studies for various genres (e.g., *Nick Nase stellt eine Falle*—a mystery—*Nate the Great*). Direct students to identify the characteristics of the mystery genre.
- Students use a Literature Daisy to clarify their understanding of different forms and genres. Label the central part of the daisy with the form and write a distinguishing characteristic on each petal (see sample below). Students use the Literature Daisy to determine whether a story they are reading has the features listed. Students may also use blank Literature Daisies to record specific events of a story they are listening to, reading, or viewing that correspond to the characteristics of the genre.



(continued)

Forms and Genres*Students will be able to:***2.3.1** recognize the distinguishing features of a variety of forms and texts. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the distinguishing features of a variety of stories, poems, plays, dances, and informational texts that were studied?
- recognize the distinguishing features of a variety of poems that were studied?
- recognize the distinguishing features of simple plays that were studied?
- recognize the distinguishing features of informational texts that were studied?

 Checklists

Develop checklists based on the Focus for Assessment criteria and the specific text forms and genres studied.

 Conferences

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

(continued)

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

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Each day, one student chooses a text form to read. Students guess the genre and give the rationale for their choice.
- After studying the format used in writing friendly letters, provide students with a friendly letter that has been cut into sections (e.g., greeting, date, body, salutation). Invite students to apply their knowledge of friendly letter format and comprehension of text to correctly piece the letter together.
- After students have been exposed to a variety of forms and texts, invite students to engage in a Treasure Hunt. A variety of text forms and genres are posted throughout the classroom. Students are asked to go on a search to find examples of each genre and text form listed on a Treasure Hunt form provided to them.
- Students listen to excerpts of a German radio broadcast and identify the forms they hear (e.g., news, advertisements, weather, interviews, chit chat, etc.).

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

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

Students select work samples that show their knowledge of the distinguishing features of forms and genres studied in class.

 Work Samples

Examine completed work samples used during instruction to determine students' skills at distinguishing the features of specific forms and genres.

SAMPLE RESOURCES

- *Nate the Great*
- *Nick Nase stellt eine Falle*

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

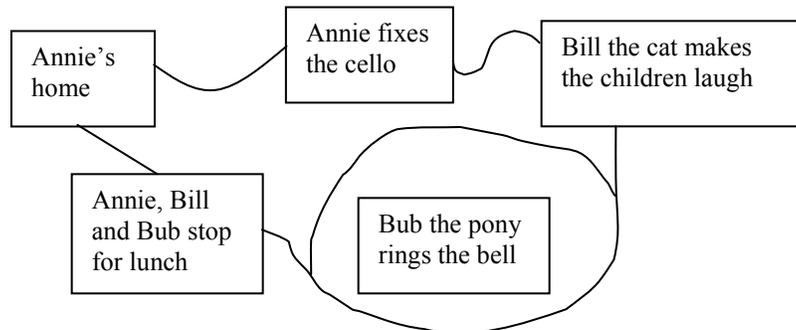
Techniques and Elements

Students will be able to:

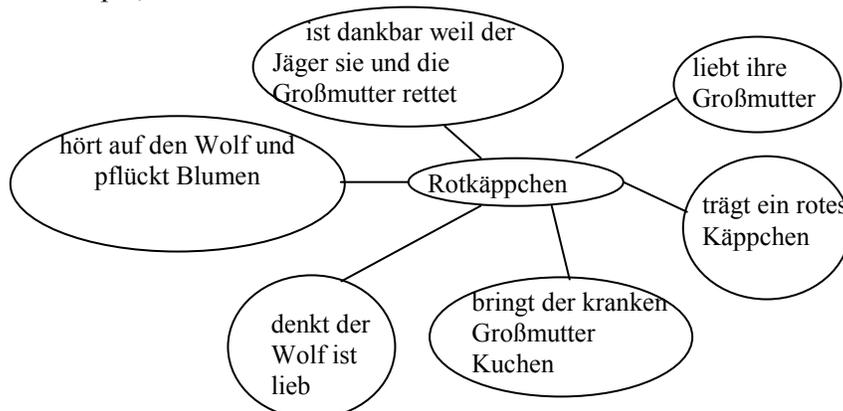
- 2.3.2** identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using an electronic storybook weaver, students retell a simple story in four to six screens.
- After doing a novel study or a story, the students are divided into groups with each group illustrating a different section of the story—diorama, stick puppets, skits, etc. The story is retold in a sequence of events.
- Students are given a sequence of pictures that they put in order and present to the class.
- A group of students chooses to draw a circular map labelling the events.



- After reading repetitive stories, students write or tell a story that uses repetitive elements.
- After reading a story, a group of students creates a diorama to represent the different scenes to sequence the story. Another group makes stick puppets and retells scenes from the story.
- After silently reading a storybook, a student retells the story by describing characters and events.
- With students, create a web to describe the characteristics and role of a character in a story. For example,



(continued)

Techniques and Elements

Students will be able to:

2.3.2 identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify the setting in narrative text—where and when?
- identify the main characters in narrative text—who?
- identify the roles of main characters?
- accurately sequence main story events in narrative text?
- identify the “where” and “when” in informational text?
- identify the “who” or “what” in informational text?
- accurately sequence events or steps in informational text?

Checklists

Create a checklist such as the following to determine students’ developing skills in identifying and retelling the elements of both an informational and a narrative text.

Observation Checklist (for identification of narrative elements)					
Name: _____					
	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
	Title: _____	Title: _____	Title: _____	Title: _____	Title: _____
Includes setting—tells time and place					
Names main characters					
States the main story problem					
Includes events in accurate sequence					
Explains how the problem was solved					
Describes the resolutions					
Conveys understanding of text					

(continued)

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

Techniques and Elements

Students will be able to:

- 2.3.2** identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Assess the students' recall and understanding of texts by using story frames. Students complete a story frame like the one below to show their knowledge of story elements and their understanding of the relationships between important ideas and supporting details. Assess the students' recall and understanding of texts by using a Story Plot Frame (Cagney, 1988) or a Story Map (*Success for All Learners* [Manitoba Education and Training, 1996]).

Die Handlung kurz gefasst	
Name:	_____ Datum: _____
Überschrift:	_____
In der Geschichte beginnt das Problem, wenn	_____
Danach	_____
Dann	_____
Als nächstes	_____
Das Problem ist gelöst, wenn	_____
Am Ende	_____

- Students are given a story that is out of sequence. Working alone or in pairs, they rearrange it into a sequence that makes sense. Then, they compare their sequences with those of other students.
- Students read a story and imagine themselves in the role of a videographer working with a camera that includes the time filmed. They make a running list, minute by minute, of the key story events as they unfold.

11.20 *Die Prinzessin spielt im Garten Ball.*

11.21 *Der Ball rollt weg*

11.22 ...

Techniques and Elements

Students will be able to:

- 2.3.2** identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES **Work Samples**

Collect samples of sketched stories, story timelines, story rearrangements, story retellings, etc., to check for students' ability to sequence events of a story effectively.

SAMPLE RESOURCES

- Mobile 2—Readers' Theatre, *Der Dicke Fette Pfannkuchen*.

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

Vocabulary

Students will be able to:

2.3.3 use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- With students, select important and interesting words that correspond with a topic or theme to display on Word Walls. Words may be clustered or grouped in a meaningful way. Students refer to the Word Wall during classroom conversations or when writing.
- Select a word for students to generate word families that can be posted on a word wall (e.g., *Freund, freundlich, Freundschaft; spielen, Spiel, Spielsachen, spiele, spielt*).
- Students work on using as many words as possible from a word family in a sentence. They share these with the class.
- Students record interesting new words in a personal dictionary/pictionary. Students periodically review their lists and illustrations to identify and discuss their favourite.
- With student input, choose a Word of the Day. At various times of the day, such as leaving for recess, lunch break, or at the end of the day, students must repeat the new word and use it in a sentence.
- With teacher guidance, students think of prefixes that can be added to a verb to slightly alter its meaning (e.g., *packen, wegpacken, einpacken, auspacken, umpacken, zupacken*).
- A range of words are written on individual cards. Each student receives one. All students place their card on a bulletin board. Tell students to silently sort the words into categories. One by one, students move a word card around until an arrangement appears. They then discuss their rationale for the categorization choices they made.
- To learn family words, students, in groups, create an extended family and introduce each other to the class (e.g., *Hallo, ich heiÙe [Name] ich möchte meine Tante [Name] vorstellen*).

Vocabulary*Students will be able to:*

- 2.3.3** use knowledge of commonalities in word families to increase vocabulary in a variety of contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- sort words into categories such as word families, prefixes, suffixes, root words, or word endings?
- use knowledge of word patterns, prefixes, suffixes, and root words for decoding and encoding in a variety of context?
- show evidence of expanded vocabulary while speaking, reading, or writing a variety of texts?
- show enjoyment for discovering and using new and interesting words?
- represent the meaning of new words?

 Checklist

Create a checklist using the Focus for Assessment criteria. Observations should include the date and content noted.

 Anecdotal Notes

Record observations to document students' developing skills in using new and interesting vocabulary.

 Self-Assessment

Students review their compositions and contributions to oral vocabulary selection activities in order to assess their own abilities to locate and learn to use new and interesting words. Students may complete self-assessment information similar to the chart below. Teachers provide feedback.

Meine neuen Wörter	
Name: _____	Datum: _____
Schülerkommentar	
Das interessanteste Wort, das ich jetzt verwende ist ...	
Ich verwende dieses Wort, wenn ...	
Ich verwende dieses Wort, weil ...	
Lehrerkommentar	

 Anecdotal Notes

Review students' personal dictionaries or pictionaries to search for evidence of expanded vocabulary and enjoyment for discovering and using new and interesting words.

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

Experiment with Language

Students will be able to:

2.3.4 identify examples of repeated sounds and poetic effects that contribute to enjoyment; recognize humour in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to predictable, repetitive books, and recognize how the writer uses words and letters to create rhythm. They identify phrases and patterns that are repeated. Record these on a chart that is posted in the classroom.
- In groups, students share selected tongue twisters. They practise reciting some tongue twisters to present to another class.
- After listening to a story, students list the words that were especially interesting and added detail to the story.
- Students practise a choral reading of a poem and discuss the best ways to stress the repetitive lines.
- After reading a poem, students create sound effects that approximate vocabulary in the poem. They dramatize the poem using the sound effects they created.
- On a weekly basis, invite students to solve riddles on themes that are familiar to them.
- As a class, with teacher guidance, students prepare a rap about a familiar topic. Groups of students practise chanting it in different ways. Each group videos or audio records their version to be played back to the class. As a follow-up, students may be ready to write their own raps.

Experiment with Language*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify examples of poetic effects?
- identify examples of repeated sounds in poetry, prose, and song?
- identify humour in oral texts such as jokes, riddles, and puns?
- identify humour in literary text?
- identify humour in media texts such as children’s programs?
- describe how humour is created using language and visual imagery?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Include the date and context of the observations.

 Anecdotal Records

Use detachable labels to record students’ abilities to identify examples of repeated sounds and poetic effects. Date observations and record the context.

 Conferences

Conference with students to discuss their favourite work samples or an activity that illustrates how they use language and images to create effect and humour.

 Portfolios

Students choose work samples, including audio and video recordings, that show how they have experimented with language and created humour.

SAMPLE RESOURCES

- Mobile 2 Reader/workbook

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

Create Original Texts

Students will be able to:

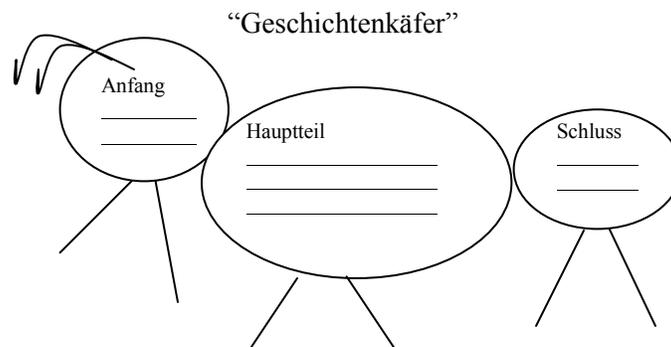
- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a story, students use presentation software to retell the story in sequence (e.g., storybook weaver).
- In groups, students rewrite the ending of a familiar story, rehearse it, and present it to other groups.
- Students brainstorm for interesting story beginnings and post them on chart paper or the classroom bulletin board.
- Students choose one element from each plot and create a story. For example,

Schauplatz	Hauptfiguren	Problem
– Schloss – Wald – Bauernhof	– König/Königin – Kind – Tier	– arm – Angst vor Drachen – sich verlaufen

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



- After studying a number of friendly letters, students write an introductory letter to a pen pal in another school.
- Students take turns taking home the class mascot (e.g., stuffed animal), and write a letter in the voice of the mascot about his experiences in their home. Students read the letter to the class the next day.

Create Original Texts*Students will be able to:***2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- create text according to a chosen form?
- incorporate literary techniques into original creations?
- use original language?
- show development in skills for creating original texts?

 Checklist/Rubrics

With students, generate descriptors for levels of performance that guide students in creating original texts using specific forms and genres. Specific behaviours may be outlined for each form and technique used. The checklist or rubric may identify levels of performance for the title, ideas and information, illustrations, organization, and oral presentation.

 Checklist

Friendly Letter Assignment: The student:

- offers clear, relevant, and appropriate information.
- includes interesting details.
- asks questions (uses questions practised in class).
- includes personal information.
- asks questions about comparable customs and lifestyle, etc.
- uses spelling and mechanics that do not interfere with meaning.
- uses a variety of vocabulary and language structures.

 Conferences

Conference with students to discuss their sharing of information on a given theme, their ability to create original text, and their understanding of forms and techniques. Discuss both process and product. Students are asked to explain the forms and techniques they tried. Provide feedback and encourage the use of other techniques.

SAMPLE RESOURCES

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

Use Personal Knowledge

Students will be able to:

- 3.1.1** identify and categorize personal knowledge of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Theme Game: Choose a theme and students brainstorm ideas that fit the theme (e.g., animals with two legs).
- Students work in small groups to choose a topic of common interest and list everything they know about it. Then, they list ideas and facts on cards and group them into categories. They label each category, review the information to identify gaps, and question each other to find further information to add. Each small group shares their information with the class and further ideas may be generated from the class to create a collective knowledge base of ideas. Students use graphic organizers to organize the information.
- Students list personal ideas and information on a topic of interest on self-stick notes. Each idea is written on a separate piece of paper. Students cluster or group similar or related ideas and label each category. As a class, they review their ideas and information and ask questions in order to identify information gaps.
- Students use the W section (*Was ich schon weiß*) of the WML planner to record what they think they know about a topic. Working with the teacher, they share their W list, identify information gaps, and record these as questions in the M (*Was ich wissen möchte*) section (see Appendix D).

Use Personal Knowledge*Students will be able to:*

- 3.1.1** identify and categorize personal knowledge of a topic to determine information needs. *(continued)*

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

Does the student:

- verbalize knowledge of a topic when accessing prior knowledge?
- record personal ideas and information during activities to activate prior knowledge?
- maintain topic focus?
- share ideas and information on a topic with classmates?
- use self-questioning to identify information needs?
- work cooperatively with classmates to identify information needs?
- demonstrate enthusiasm for exploring topics?
- demonstrate confidence for accessing prior knowledge?
- demonstrate interest in generating questions?

 Checklist/Rubric

Develop a checklist based on the Focus for Assessment criteria. The specific contexts of each observation should be recorded.

 Self-Assessment

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

Untersuchungsplan	
Name: _____	Datum: _____
Thema: _____	
1. Ich habe ____ Gedanken aufgeschrieben.	
2. Ich habe über meine Gedanken mit meinem Partner _____ gesprochen	
3. Danach habe ich ____ andere Gedanken aufgeschrieben.	
4. Ich habe mir die Gedanken gut überlegt. Ja Nein	
5. Mein bester Gedanke war _____	

SAMPLE **RESOURCES**

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

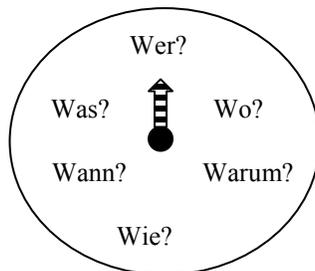
Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students review how to ask appropriate questions by watching and listening carefully as the teacher models how to develop and ask these questions using a Question Wheel. Students practise asking questions and generating a question using the word indicated by the arrow. Students can practise asking topic-appropriate questions by deciding on a familiar topic (e.g., a sport, animal, hobby) prior to using the Question Wheel.



6 Ws

- Students brainstorm specific questions they have about rocks. They identify a purpose or application for each question.
- Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities.
- Students fill out a comparison survey sheet. Students go around to different students, ask questions, and record their answers.
 - Ich mag grün und Susi mag braun.*
 - Ich mag Pizza am liebsten. Mark mag (noun) am liebsten.*
 - Ich bin groß und (name) ist größer.*
 - Aber (name) ist kleiner.*
 - Ich und (name) haben (adjective) Augen. etc.*
 - Ich und (name) haben den Film (title) gesehen.*
- In a class project, students decide what is important to know. They add this question to the list of other questions on the bulletin board using a K-W-L/W-M-L chart.
- Students create a list of questions to ask a guest speaker or students from another class.
- Students are provided with explicit instruction and guided practice in asking questions. Invite students to practise asking questions by encouraging them to look through magazines and ask questions about what they see.
- Students receive a list of potential research questions on a range of topics and group them into the categories of broad or narrow (e.g., *Allgemeine Fragen/spezifische Fragen*).

Ask Questions*Students will be able to:*

- 3.1.2** ask topic-appropriate questions; identify and communicate information needs.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify information needs?
- ask questions to address information needs?
- distinguish between broad and narrow questions?
- refine questions following small group discussions?
- refine questions with guidance?
- refine questions independently?

 Checklist

Use a checklist to determine students' developing skills in asking topic-appropriate questions, and identifying and communicating information needs.

 Conferences

Conference with students about the questions they asked on their WML planners, surveys, etc. Guide students to ask appropriate questions for their informational needs.

 Self-Assessment

Über meine Fragestellung nachdenken
Name: _____
Datum: _____
Thema: _____
Welche Angaben ich am Anfang noch nicht hatte _____
Welche Fragen ich gestellt habe _____
Welche Fragen ich am besten gestellt habe: _____
Diese Frage war besser gestellt als meine anderen Fragen, weil:
<input type="checkbox"/> sie spezifischer war.
<input type="checkbox"/> sie allgemeiner war.
<input type="checkbox"/> sie witzig war.
<input type="checkbox"/> sie ungewöhnlich war.
<input type="checkbox"/> sie mich in neue Themenfelder gebracht hat.
<input type="checkbox"/> sie sich nur auf mein Thema bezogen hat.
<input type="checkbox"/> sie mir geholfen hat, am meisten zu lernen.
<input type="checkbox"/> _____

(continued)

General Outcome

3

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

3.1 Plan and Focus

GRADE

3

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs.
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Ask Questions

Students will be able to:

- 3.1.2** ask topic-appropriate questions; identify and communicate information needs.
(continued)

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Work Samples**

Review examples of individually produced questions for clarity and focus on topic. Work samples are dated and compared to other lists as the year progresses. Work samples may be stored in students' portfolios.

SAMPLE RESOURCES

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

Participate in Group Inquiry

Students will be able to:

- 3.1.3** contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In groups, students find an article, picture, book, website, or CD-ROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose.
- Inside/Outside Circle can be used to initiate dialogue about a topic or text. The class forms two circles (inside/outside). After one minute, one circle moves to the right while the other remains stationary. Students share their ideas and questions with each other.
- Students participate in an activity entitled, *Wahrheit oder Lüge* (Truth or Lie). Three students get up to share information, two tell the truth while the third student's information is not accurate. The other students must identify whose information is not accurate and explain why.
- Invite students to record or sketch key ideas, thoughts, feelings, words, or phrases, and questions from their explorations and observations on a topic under study. These are placed on a large class web posted in the classroom. They may be recorded on moveable pieces of paper to allow for categorizing and clustering.

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

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

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

Does the student:

- focus on the topic?
- discuss personal knowledge about the topic?
- attend to others when group members share personal knowledge about the topic?
- ask questions to help identify information needs?

 Checklists

Record observations on a checklist based on the students' ability to share personal knowledge and ideas for topics with classmates, and to ask questions to identify information needs as the class engages in a group inquiry. Date and include the context of each observation, and use the data to inform instruction.

 Conferences

Conference with students to discuss their contributions to group discussions and participation in class activities such as the Class Web, Inside/Outside Circle.

 Self-Assessment

Students assess their contributions and participation in group inquiry and reflect on their group interactions following an activity (see other assessment forms in *Success for All Learners* [Manitoba Education and Training, 1996]).

Über Gruppenarbeit nachdenken	
Name:	_____
Datum:	_____
Untersuchungsthema:	_____
Gruppenmitglieder:	_____
1.	Was war mein bester Beitrag zur Gruppendiskussion? Vorschlag: _____ Idee: _____ Frage: _____ Tätigkeit: _____
2.	Warum war das mein bester Beitrag?
3.	Was ich von meiner Gruppe gelernt habe:
4.	Eine Frage, die mir später eingefallen ist:
5.	Was ich beim nächsten Mal besser machen kann:

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow a sequential plan for accessing and gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use webbing as a means to gather information about where to get information (e.g., *Wo findet man Information über Schokolade?*).



- Students prepare to research an animal by:
 - using a *What information do I need?* checklist
 - making a *Where do I look for data* list
 - preparing a timeline and recording progress “*we did _____*”
- A student reminds the group that they cannot print a whole website, and refers to a chart that has been prepared by the class on taking notes from a screen.
- Students look for key words when gathering information on a topic, and record them on a graphic organizer such as a web.
- Students prepare a timeline for a project.
- Students use graphic organizers for organizing information.

(continued)

Create and Follow a Plan*Students will be able to:***3.1.4** recall and follow directions for accessing and gathering information. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose a plan for locating and recording information independently?
- choose a plan for locating and recording information with assistance?
- use a plan for locating and recording information independently?
- use a plan for locating and recording information with assistance?
- create a timeline for conducting the inquiry independently?
- create a timeline for conducting the inquiry with assistance?
- follow the inquiry time line independently?
- require assistance to follow the inquiry time line?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Response Journals/Reflection Logs

Students record personal accomplishments and reflections in a learning log at the end of each inquiry period. The focus of the entries may include questions such as:

*Wie finde ich Information?**Wie sortiere ich Information?**Wie verwende ich Information?*

Review these entries, and provide positive feedback and support where needed.

(continued)

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

Create and Follow a Plan

Students will be able to:

- 3.1.4** recall and follow a sequential plan for accessing and gathering information.
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Invite students to complete an Inquiry Response Sheet to assist them in researching the information needed to answer assigned questions.

Inquiry Response Sheet	
My question is:	
Things I already know are:	
1.	
2.	
3.	
I plan to find more information on:	
Sources	Information I found in the source:
1.	1.
2.	2.
New information I discovered:	
1.	
2.	
3.	

Create and Follow a Plan

Students will be able to:

- 3.1.4** recall and follow a sequential plan for accessing and gathering information.
(continued)

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Anecdotal Records**

Jot down observations on self-stick notes as students create and follow a research plan. Date the observations and add them to the student's file.

 Work Samples

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

SAMPLE RESOURCES

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

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record and share personal knowledge of a topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare a diorama and a brief oral text to present to Grade 1 students, as well as to fellow classmates.
- Students use dialogue journals to communicate with peers, parents, or teachers to explain information they acquired during a listening, reading, or viewing activity. The selected partner responds to the ideas and information the journal writer has expressed.
- Students work in small groups to record ideas, facts, and other information on the topic under study onto a Brainstorming or Fact-Storming Sheet provided by the teacher.
- Students view a video and share three facts gleaned from their viewing with the rest of the class. Each student poses one question.
- Using “What will happen next?” illustrations, students share ideas based on their personal experiences. After generating a list, students discuss whether it is a possible, likely, unlikely, or impossible.
- Students use response journals or reflection logs to consolidate, question, or review what they have learned while researching a topic of interest. They may respond to prompts using vocabulary that was reviewed in class in order for this activity to be carried out in German. Some prompts may include: *Ich habe gelernt, dass*, *Ich habe*, *gefunden ...*, *Etwas interessantes ist*
- Students gather required information on a topic. From jot notes recorded on a web, students, with teacher guidance, write facts into complete sentences. Students may add graphics, pictures, and illustrations to create a presentation that they can share with their classmates or with students in another German class.
- Divide an informational text into sections. Student “experts” share information found in their section with the rest of the group.

Identify Personal and Peer Knowledge*Students will be able to:***3.2.1** record and share personal knowledge of a topic. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share personal knowledge of topics under study?
- record personal knowledge of topics under study?
- listen to others?
- show respect for knowledge of others?

 Response Journals/Reflection Logs

Respond to the students' Reflection Logs to help them identify and clarify their understanding of specific concepts and topics. Use affirming statements to help students realize that their own knowledge and experiences are a source of information.

 Anecdotal Records

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

 Conferences

Conference with students about work in progress to determine how they record and share information.

 Portfolios

With students, review work samples to determine whether they have made progress in developing skills and strategies for identifying and sharing personal knowledge and knowledge related to experience. Samples may include K-W-L charts, brainstorming, and fact-storming, or samples of recomposed texts.

SAMPLE RESOURCES

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

Identify Sources

Students will be able to:

3.2.2 access information, using a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use book titles, indexes, and tables of contents in doing research or deciding whether a book has the needed information.
- Students open favourite Internet search sites such as Google.
- Students use library computers to do a book search and to locate call numbers.
- Invite students to help develop checklists to focus observations before a field trip. Students use notebooks to record observations as well as questions they have, both prior to the excursion and while they are on the field trip.
- Demonstrate how to prepare a plan for inquiry using a WML chart.
- Students record resources they have used when gathering data on a chart provided to them.

Wie ich Informationen finde		
<u>Quelle</u>		<u>Datum</u>
Buchtitel	_____	_____
	_____	_____
Lexikon	_____	_____
	_____	_____
Zeitschrift	_____	_____
Website	_____	_____
	_____	_____
Sonstiges	_____	_____

- Invite students to record personal knowledge of a topic on a graphic organizer, and to review the information to determine their information gaps. Students, with guidance, are asked to generate interview questions, which they will ask their peers to help fill these gaps. Students work in pairs or small groups to interview peers.
- Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and then share their findings with other pairs.

Identify Sources*Students will be able to:***3.2.2** access information, using a variety of sources. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of sources to answer inquiry questions?
- select appropriate sources for particular inquiry questions?
- record the sources of information appropriately?
- use more than one source to answer an inquiry question?
- select relevant data to answer inquiry questions?
- demonstrate a positive attitude for locating information?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Conference with students about the sources they used to answer their inquiry or research questions. Encourage and coach students to use a variety of sources. Conference with students individually during each step of the inquiry process. Review the field trip notebooks to determine whether the students are acquiring information on excursions.

 Self-Assessment

Students reflect on their progress in using a variety of sources when accessing information in German on a specific topic. They complete the following information sheet to show the progress of their inquiries.

Was ich weiß/Was wir wissen	
Name: _____	Datum: _____
Was wir gelernt haben: _____	
Wie wir es gelernt haben: _____	
Was wir jetzt damit machen können: _____	

 Portfolios

Students choose work samples such as research cards and notes and questions recorded after field trips for their portfolios. These samples, along with completed projects, show work in progress.

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

Evaluate Sources

Students will be able to:

3.2.3 match information to inquiry or research needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While working on an animal report, students have a list of headings for the project (e.g., life cycle, food, enemies, etc.). Students match the information to the headings list.
- Invite students to record information gained from various sources on index cards or self-stick notes. Ask students to reread and categorize the information. Students might arrange their cards using various organizational patterns, such as chronological, spatial, etc. Students work in pairs to determine which information is relevant, which can be discarded, and which could be saved for future use.
- Make and post a classroom chart to help students choose appropriate sources. Instruct and guide students as they use the chart for gathering information. Students use individual copies to help them select relevant sources.

Informationsquellen bewerten

Wer hat den Text geschrieben? (Laien? Experten?)
 Wo wurde er herausgegeben? (im Inland? im Ausland?)
 Wer hat ihn herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)
 Enthält er Abbildungen?
 Enthält er Schaubilder?
 Enthält er eine Quellenangabe?
 Enthält er Texthilfen? (Erklärungen? Überschriften?)

Ist der Inhalt überschaubar?
 Kann man den Inhalt gut verstehen?

- Students use self-adhesive notes with labels to place their data sources onto a chart provided to them by the teacher. A sample chart could include:



zum Wegwerfen



ein Schatz



Warte! Noch mal anschauen!

Evaluate Sources*Students will be able to:***3.2.3** compare gathered ideas and information to personal knowledge. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the pre-established criteria to evaluate sources?
- self-question to determine appropriateness of sources?
- discard inappropriate sources?
- differentiate between suitable and unsuitable information?
- determine the relevance of the information?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. Use collected data to guide instruction.

 Small Group Conferences

Using pre-established criteria, conference with small groups of students to assess their skills in determining the usefulness of information sources for inquiry. Observations are dated and the context of the observation is recorded to determine progress over time.

SAMPLE RESOURCES

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

Access Information

Students will be able to:

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look up a topic in an index in German Encarta and gather information from pictures. This information is added to a class chart.
- Students are involved in a library hunt. From a list of descriptors about books to find, students go to shelves and record the book they find after the librarian has done a small-group orientation (e.g., find a book about a dog, find a book with “Mystery” in the title, etc.). This may be a mix of German and English.
- Have the students look at pictures, diagrams, graphs, headings, and sub-headings to determine text content. During read-aloud or shared reading sessions, lead discussions about why captions, diagrams, or pictures are included in the text, and whether the information presented is appropriate and accurate. Verbalize your thinking to model how information in pictures, diagrams, headings, and subheadings is used.
- Students look at the covers and titles of books to see if they contain information on a topic of interest.
- Students find the location of a specific story in an anthology by using the table of contents to find the story title and page number.
- Students do an Internet search and learn how to narrow the selection. They learn that if they click on the “back” button while searching the Internet, they return to the previous site or page.
- Invite students to help generate a class list of “key words” to look for when searching for information on a specific topic (e.g., dinosaurs—eats, size, protection, lives, etc.). Students colour-code key words using highlighter pens.
- After surveying a class, groups of students are asked to present the data in various forms (e.g., picture graphs, bar graphs, concrete graphs, written in words, etc.). Students discuss which form is the most appropriate and why.
- Make an overhead of the table of contents from a non-fiction book, and review necessary vocabulary. The class can discuss what information would be found and what would not be found, or on what page they can find specific information.
- Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions, and the index in a Treasure Hunt game. Students participate in the game by working in small groups or in pairs to locate information to answer questions.

Access Information*Students will be able to:*

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use the table of contents to locate information?
- use the index to locate information ?
- locate and use headings?
- locate and use titles?
- locate and use guide words?
- locate and use table of contents?
- gather information from pictures?
- gather information from charts?
- gather information from diagrams?
- use library files to locate information?
- locate and use electronic media to gather information and ideas?

 Checklist

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. The data should be used to guide instruction.

 Self-Assessment

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas.

Locating and Gathering Information Self-Check				
Name: _____	Super	Okay	Not Yet	Comments
I use the computer catalogue to find the call number of books.				
I locate books on the shelves.				
I use the table of contents to find my topic.				
I use an index to find my topic.				
I use information from diagrams.				
I use information from maps.				
I use information from pictures.				
I use guide words to help me locate my topic.				
I find and use signal words in the text to help me gather information.				
I use CD-ROMs to help me find information.				
I use search engines to help me find information on the Internet.				

General Outcome

3

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

3.2 Select and Process

GRADE

3

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 determine main ideas in information using prior knowledge, predictions, connections and inferences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read a short overhead text. They are then asked to record key words and/or sentences and then record the main idea with a title for the text. Sharing and discussion follows.
- Two students role-play a telephone conversation using a prepared script. Directed by the teacher, classmates discuss the gist of the conversation and decide on the main idea.
- Invite students to share their prior knowledge on a topic of interest. Students listen as the teacher reads a short informational passage on this topic.

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

- 3.2.5** determine main ideas in information using prior knowledge, predictions, connections and inferences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify the main idea when it is explicitly stated?
- identify the main idea when it is implicit in the text?
- identify main ideas in pictures?
- identify main ideas in oral, literary, and media text?

 Checklist

Create checklists based on the Focus for Assessment criteria to assess students' skills in determining the main idea. Date and record the context of the observations to determine progress over time. Use the data to inform instruction.

 Conferences

Conference with students as they use sources to research information for answering inquiry questions. During the conference, determine whether students are able to identify the main idea in the texts they are using. Provide positive feedback and guidance during the conference.

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Specific
Outcome

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a variety of graphic organizers, such as Venn diagrams, mind maps, sequence circles, *Klammerplan*, *Winkelplan*, *Flußdiagramm*, *Tabelle*, *Kreuztabelle*.
- Students perform a task and record steps as they go along (e.g., in science, testing materials and designs).
- Groups of students create charts when learning about a specific topic.

BÄREN	
<i>Was machen Bären?</i>	<i>Was fressen Bären?</i>
Winterschlaf.	fressen Beeren
leben in Höhlen	Honig
<i>kleine Bären</i>	<i>Feinde</i>
klettern Bäume	Menschen
haben kein Fell	

- Students use mapping direction and vocabulary to direct their partners from point A to point B either in classroom, in the school, or in the schoolyard. Each person decides on A and B and provides a minimum of four directions (e.g., start at door, go east past pencil sharpener, etc.). Vocabulary ideas: *gehe geradeaus*, *nach links*, *nach rechts*, *an der Schule vorbei*, *an dem Park vorbei*, *östlich*, *westlich*, *südlich*, *nördlich*.

Prior to directing their classmates, students prepare a map of the area including scale and directional markers.

- The class prepares a simple dish and records the recipe, using the words *zuerst*, *dann*, *und weiter*, *zuletzt*. Other step-by-step instructions could be created for art projects or game instructions.
- Health: Students use a mixed text of short sentences about washing hands. They sort, rewrite, draw pictures, and memorize the sequence.

(continued)

Organize Information*Students will be able to:*

- 3.3.1** organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- organize ideas and information in a meaningful way?
- explain the organizational patterns chosen?

 Anecdotal Records

Record and date observations and examples of how students organize ideas and information.

 Portfolios

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

 Conferences

Conference with students using graphic organizers and visual representations. Invite students to share how they organized their ideas and information.

SAMPLE RESOURCES

- *Deutschmobil 2 Arbeitsbuch*

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

3.3 Organize,
Record, and
Assess

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students use a Cloze text to fill in prepositions to use in the directions for decorating an Easter egg and hanging it from a twig. Students memorize text to reinforce their use of prepositions (from *Deutschmobil 2* workbook).
- Using a picture-paint program, students create a series of picture frames that show movement. Then they write or type a sentence for each frame.
- Using sorting boxes, students explain the rationale for their groupings, describing size, colour, and shape.
- Invite students to assist in creating short Echo acting series dialogues to practise important classroom routines (e.g., getting ready for gym class, steps in cleaning the board, watering plants, rules of a game, etc.). (See Instructional Strategies section, Gouin series.)
- As the class brainstorms names of mammals, scribe them onto strips of paper. When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters, plant eaters, or types of habitat. After discussing the choices, they decide to group according to habitat because it would allow for more variety of categories. The class decides on the following category titles: farm, ocean, forest, desert, and mountains. Student secretaries write, in large letters, the name of each animal on a separate sheet of paper until all the animal names are written down. Each student takes one animal name and pins it to the bulletin board. Ask students to silently move the animal names around in order to categorize them according to the category titles they chose previously. Periodically, stop the process to get students to verbalize their thinking behind their category choices. Chart the various ways in which students determine an animal's category.

Organize Information*Students will be able to:*

- 3.3.1** organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

Teacher's Notes

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

3.3 Organize,
Record, and
Assess

Specific
Outcome

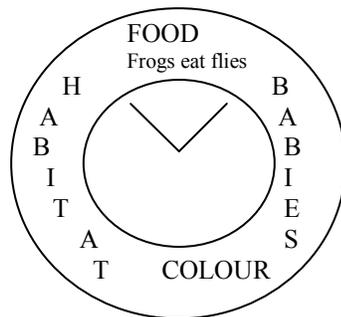
Record Information

Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; list authors and titles of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model the process of selecting key words and phrases by using markers in different colours to show the relationships between ideas. Key words relating to the same category of information are colour coded. Students may require extensive guided practice and support to learn to identify key words and phrases in a variety of texts.
- Students gather information from print, videos, and pictures on a topic such as frogs. They display the information in a graphic format using two paper or cardboard circles—one smaller with a pie shape cut out—attached with a fastener. Students choose categories of information, record them on the outside edge of the larger circle, and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal the different facts about frogs.



- After reading a text, students make five jot notes—notes written in point form using only key words (*Stichwortzettel anfertigen*) about the topic. Students then add the title of the book and the name of the author to the class chart.
- Students write in their Reflection Logs about the note-taking process—how do they know what the key points are?

Record Information

Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; list authors and titles of sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- select and record facts and ideas?
- recognize key words and phrases in text?
- use key words and phrases to make notes of information?
- use organizational frames, outlines, webs, or charts to record facts and ideas?
- cite titles of sources?
- cite authors of sources?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask the students why they chose a particular organizational method for their notes. Use the students' response journal/reflection log to discuss the match between the questions posed and the notes compiled to answer them.

(continued)

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

3

Specific
Outcome

Record Information

Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; list authors and titles of sources. *(continued)*

Teacher's Notes

Record Information*Students will be able to:***3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Portfolios/Self-Reflection**

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. A sample self-reflection sheet may include the following:

Notizen machen—Selbstbeurteilung	
Name: _____	Datum: _____
Projekttitlel _____	
1.	Wie ich Notizen gemacht habe: <ul style="list-style-type: none"> - in Stichpunkten, der Reihe nach - in Stichpunkten, mit Überbegriffen - in Tabellenform - in Igelform - gar nicht
2.	Dann habe ich die Information so geordnet: <ul style="list-style-type: none"> - in Tabellenform - als Flußdiagramm - in Igelform - in Kreisform - auf Kärtchen - gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen
3.	Auf diese Leistung bin ich stolz: _____
4.	Das kann ich verbessern: _____

SAMPLE RESOURCES

- Deutschmobil 2

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

3.3 Organize,
Record, and
Assess

Evaluate Information

Students will be able to:

3.3.3 determine whether collected information is adequate for the established purpose.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use a graphic organizer to model the process of problem solving and critical thinking to evaluate and identify gaps in gathered information. Use questions to guide the students to evaluate the data, such as:
 - What is the inquiry question?
 - What are the predictions or possible answers to the question?
 - What information was found to support the prediction?
 - Does the information answer the question?
 - Is more information needed?
 - Does the question need to be changed?
 - What was learned so far?

Review the process and the skills used. During the process, there is a need for repeated teacher modelling. Lead the class through the process, modelling each stage and providing opportunities for guided practice.
- Students, working in small groups or pairs, collect information on jot notes or research cards. They read and think about their questions as they sort the information into three possible categories: information that is irrelevant, information that is suitable, and information that may be useful at a later time.
- Students present or share with their peers information gathered to date on a topic. Along with their peers, question, comment, and suggest areas where more information is needed.
- A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. For example, the student checks the headings to be sure there is information on habitat, enemies, and the life cycle of a black bear.

Evaluate Information*Students will be able to:*

- 3.3.3** determine whether collected information is adequate for the established purpose.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use questions to evaluate suitability of information?
- find additional information if needed?
- delete irrelevant information if necessary?
- work collaboratively to evaluate information?
- listen actively and critically to determine suitability of information?

 Checklist

Observe and assess students' skills in deciding whether information gathered is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

 Conferences

Conference with students to discuss their work in progress. Ask questions about the suitability of the information collected, and provide feedback and guidance.

SAMPLE RESOURCES

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

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a Research Checklist to determine information needs during the research process to assess the research experience and skills.

Informationssuche—Schülercheckliste	
Name: _____	Datum: _____
Untersuchungsthema _____	
Planung	
_____	Ich habe das Thema verstanden.
_____	Ich habe Fragen zum Thema gestellt.
_____	Ich habe einen Plan entwickelt.
Angaben sammeln	
_____	Ich habe Informationsquellen angegeben.
_____	Ich habe Informationen gefunden.
_____	Ich habe die besten Quellen gewählt.
Notizen machen	
_____	Ich habe Informationen kurz notiert.
_____	Ich habe die Angaben in eigenen Worten formuliert.
_____	Ich habe die Angaben kategorisiert.
_____	Ich habe nur die besten Angaben behalten.
_____	Wo Angaben gefehlt haben, habe ich weitergesucht.
Über meine Arbeit nachdenken	
_____	Ich habe meinen Plan durchgeführt.
_____	Ich habe meine Fragen beantwortet.
Ich kann jetzt: _____	
Das nächste Mal werde ich: _____	

- Students check their report against criteria established by the teacher (i.e., science report checklist and check for data still needed).

(continued)

Develop New Understanding*Students will be able to:*

- 3.3.4** use gathered information and questions to review and add to knowledge.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- understand the topic?
- ask topic questions?
- choose a plan?
- identify information needs ?
- find information?
- choose the best sources?
- record information by making notes?
- group information into categories?
- select the most suitable information for each category?
- add information where needed?
- follow chosen inquiry or search plan?
- answer inquiry or research questions?

Anecdotal Records

Use anecdotal records to determine the students' information needs during the inquiry process and their skills at assessing inquiry experiences and skills. All observations are dated and the context recorded.

Conferences

Conference with students using the Research Checklist along with work samples. Provide feedback on whether their self-reflection on the Research Checklist corresponds with their daily work. Provide guidance and direction for future work.

(continued)

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

3.3 Organize,
Record, and
Assess

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Model how to use a KWL/WML chart to record information. With students, analyze the recorded information by asking questions about information that is still required.
- Students use the 6Ws (*wer, wann, wo...*) to determine whether information provided is complete.
- Students read information provided and, in a group, discuss the question “What else do I want to learn about this topic?”
- Model how to complete an inquiry checklist with the class.

Informationensuche—Gruppencheckliste

Name: _____ Datum: _____

- | | |
|------------------|---|
| Planungsprozess | <input type="checkbox"/> Wir haben unser Thema verstanden.
<input type="checkbox"/> Wir haben etwas im Voraus gewusst.
<input type="checkbox"/> Wir haben gute Fragen gestellt.
<input type="checkbox"/> Wir haben einen Plan entwickelt. |
| Materialsammlung | <input type="checkbox"/> Wir haben Quellen gefunden.
<input type="checkbox"/> Wir haben die besten Quellen gesucht und benutzt.
<input type="checkbox"/> Wir haben die Informationen ausgewählt.
<input type="checkbox"/> Wir haben die Fragen beantwortet.
<input type="checkbox"/> Wir haben unsere Ergebnisse notiert.
<input type="checkbox"/> Wir haben neue Fragen entwickelt und notiert. |

Develop New Understanding*Students will be able to:*

- 3.3.4** use gathered information and questions to review and add to knowledge.
(continued)

SAMPLE ASSESSMENT STRATEGIES (continued)
 Portfolios

Students include completed research or inquiry projects along with their self-assessment checklists in their portfolios. Students reflect on the entire research process and make suggestions for future work.

Self-Reflection on My Inquiry or Research	
Name: _____	Date: _____
Inquiry/Research Title _____	
1. My best work was done for:	
_____	Planning
_____	Collecting Information
_____	Recording Information
2. It was my best because _____	
3. I still need to work on _____	

SAMPLE RESOURCES

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

Generate Ideas

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals. Students may also use story-starter pictures provided by the teacher.
- Students list possible scenes from a novel or story. Then, they make a diorama or collage with a brief written description.
- Generate a cluster web on chart paper on a specific topic with the class.
- When studying a specific topic, have students record a fact on a self-stick note. As a class, the students arrange their self-stick notes into subcategories.

Generate Ideas

Students will be able to:

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- generate ideas fluently?
- focus on a particular topic?
- show respect for and value others' ideas and knowledge?

 Checklists

Develop checklists in order to observe students' skills in generating ideas on specific topics. The data is then used to provide feedback during conferencing.

 Conferences with Work Samples

Use student work samples and observations to provide feedback regarding students' skills in generating and contributing ideas.

SAMPLE RESOURCES

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

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After asking classmates about their favourite books, two students either design a poster showing the top three favourite books in the class or create a graph of the types of books chosen.
- Students participate in a variety of writing forms and track them in a table (e.g., friendly letters, persuasive letters, autobiographies, research papers, etc.).
- Students write Haiku poetry, cinquains, *Elfchen*, or other short poems on the theme currently studied.
- Personal Narratives: Students are given regular times to tell their own stories. Storytelling stimulates imagination, expands language abilities, and helps internalize the characteristics of stories. When students read or tell stories, they are encouraged to consider facial expression, intonation of voice, body language, and ways to engage the audience's interest. Students prepare and share a favourite family story with the class, using photographs or props to help them tell their stories.
- After reading a published narrative story or informational text, students communicate by creating murals to represent the story. Time is given to plan the murals and to discuss roles if it is to be a group project.
- Students use puppet dialogues or other stories.
- Students prepare comic strips on their own or fill in sentences in blank bubbles.
- Students present a video clip of an interview or family traditions, etc.
- Students maintain a list of forms or genres that they have written and placed in their writing folder.
- Students, working in small groups, choose a story they are familiar with and prepare a Readers' Theatre presentation. Each student assumes a character and practises facial expressions and voice intonation for effect.
- Students prepare and share a favourite family story with the class, using photographs or props to help them tell their stories. They are encouraged to consider facial expressions, voice intonation, and body language.

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use different forms to meet a variety of purposes and audiences?
- select forms that best communicate intended messages?
- engage the audience?
- include use of appropriate language to describe settings, characters, and plot (problem-solution)?
- convey meanings?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. All observations should be dated and reviewed to note progress over time for the same forms.

 Rubrics

With students, develop rubrics that describe the different levels of performance relative to whether the students.

- Use appropriate voice volume.
- Use simple gestures to communicate text.
- Engage the audience.

 Portfolios

Students choose pieces they have composed for a variety of audiences. Students are encouraged to include sample planners with their final work.

 Work Samples

When students collect information from German materials and represent it visually by creating displays or collages, look for evidence that they are able to:

- communicate key ideas.
- include relevant and accurate details.

General Outcome

4

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

4.1 Generate and Focus

GRADE

3

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes. *(continued)***SAMPLE ASSESSMENT STRATEGIES** **Self-Assessment**

Students complete a self-assessment checklist to show what they have learned about particular forms. This information may be filled out before and after the study of a particular form, or the self-assessment may be completed following a study.

Was ich gelernt habe	
Name: _____	Datum: _____
Vorher	
Das habe ich schon gewusst: _____.	
Nachher	
Das weiß ich jetzt: _____	
1. _____	
2. _____	
3. _____	
Darüber möchte ich noch mehr wissen: _____	
Lehrerkommentar:	

SAMPLE RESOURCES

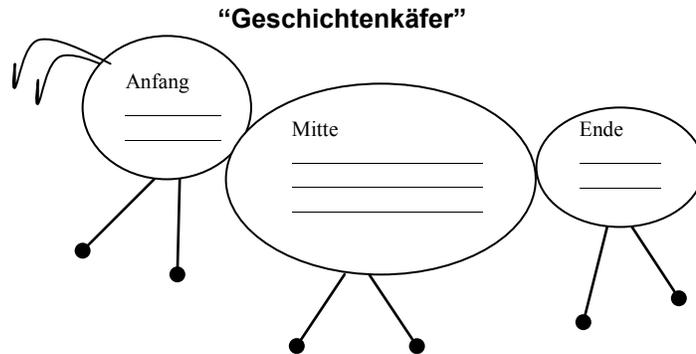
Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.

4.1 Generate and Focus

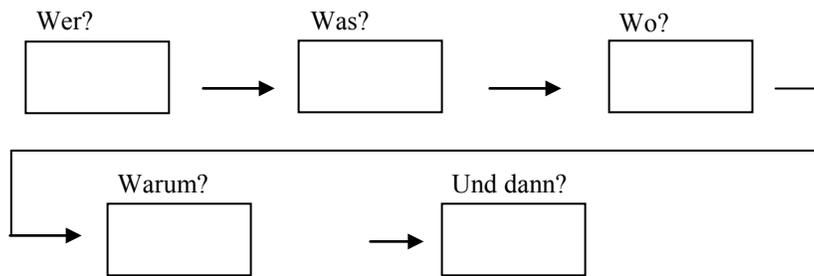
Specific Outcome
Organize Ideas
Students will be able to:
4.1.3 order ideas to create a beginning, middle, and end in own oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

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



- Students underline verbs, circle nouns, and bracket adjectives in own sentences.
 - Is the sentence complete?
 - Can you stretch the sentence?
- Students fill in the plot chart when creating a story.



- Students prepare a storyboard of visual representations that include text. Students reproduce the storyboard using a computer paint program.

Organize Ideas*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use graphic organizers to explain ideas and information?
- use graphic organizers to record ideas and information?
- use graphic organizers independently?
- use graphic organizers with assistance?
- use graphic organizers flexibly?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Use this data to guide instruction. Review data to note students' progress in using organizers to plan and develop their ideas and information.

 Self-Assessment

Students use completed graphic organizers they have seen modelled, such as the “Story Bug,” to determine if all relevant information has been included in their own creations.

 Conferences

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal work.

 Portfolios

Students evaluate their own creations for completion—beginning, middle, and end. They select the form and the planning organizer they used to create the form for their portfolios. They share this with peers, parents, and teachers.

SAMPLE RESOURCES

- Storybook weaver, kids picks, computer programs

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

Appraise Own and Others' Work

Students will be able to:

- 4.2.1** share own stories and creations with peers, and respond to questions or comments.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Brainstorm sentence patterns with students, or provide sentence starters to help students in their dialogues.
- In groups of four, students share their original texts with others. Have students make comments (e.g., *Ich mag deine Hauptfigur, weil sie lustig ist.*).
- Students, working in pairs, create a research poster, complete with information, graphics, and pictures (e.g., poster on street safety). Prior to presenting it to students in another grade, they ask for volunteer audience members and have a practice run-through in their own class.
- When involved in writing activities, students are given the opportunity to peer conference before and after, and sometimes even during. Provide guidelines, criteria, or self assessment sheets.
- Students create a modelled poem (e.g., Haiku, cinquain or *Elfchen*) on a particular theme. Students share the poem with their peers and invite feedback.
- Students share their own stories and creations in a daily Author's Chair activity. Students respond to the sharing by providing feedback in the form of "2 *Sterne und ein Wunsch*" (2 Hurrahs and an "I Wish").
- Students read their stories to another class in a buddy-reading setting.

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

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use pre-established criteria to plan and create original work?
- share work?
- discuss strengths of his or her own work and areas needing enhancement?
- provide appropriate feedback?
- show interest in others' work and ideas?
- show appreciation for others suggestions?
- use suggestions in revisions?
- show interest in other authors' works?
- show sensitivity to other authors?

 Checklists

Develop checklists based on the Focus for Assessment criteria. All observations should be dated and include the context in which observations were made. The data can be used for conferencing with students and should guide instruction.

 Rubrics

Use pre-established criteria for sharing to create rubrics for describing students' levels of performance.

 Conferences

Conference with students following the pre-established guidelines for sharing and for creating original text.

 Self-Reflection

Students reflect on their presentation of illustrations and texts and talk about:

- the reasons they selected a particular form for sharing information for a particular audience
- the things they have learned about that form
- the things they found they want to learn more about in that form
- what form they would like to try next

(continued)

General Outcome

4

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

4.2 Enhance and Improve

GRADE

3

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

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

- 4.2.1** share own stories and creations with peers, and respond to questions or comments. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Self-Assessment**

Students review their poem using a self-assessment questionnaire such as the samples below.

Meine Dichterkünste—Selbstbewertung zu einem Gedicht	
Name: _____	Datum: _____
Titel: _____	
Auf diese Leistung bin ich stolz: _____	
Am besten mag ich die Zeile: _____	
Am besten mag ich das Wort: _____	
Jetzt kann ich besser _____ als zuvor.	
Das nächste Mal werde ich _____	

Mit einem Korrekturleser arbeiten - Schülerselbstbewertung				
Name: _____	Datum: _____			
I = immer, M = meistens, S = selten, N = nie	I	M	S	N
Ich passe auf, wenn Klassenkameraden ihre Texte vorlesen.				
Ich lese meine Texte in der Klasse vor.				
Ich höre mir Vorschläge an und denke darüber nach.				
Ich überarbeite meinen Text, um ihn deutlicher zu machen.				

Meine Textgestaltung bewerten—Schülercheckliste		
Name: _____	Datum: _____	
Texttitel: _____		
Ich habe mir meinen Text selber vorgelesen.	Ja	Nein
Ich habe neue Gedanken dazugeschrieben.	Ja	Nein
Ich habe unwichtige Gedanken weggelassen.	Ja	Nein
Ich habe die Reihenfolge meiner Gedanken überprüft/geändert	Ja	Nein
Ich haben einen Partner um Hilfe gefragt.	Ja	Nein
Ich habe mir seine/ihre Vorschläge angehört.	Ja	Nein
Ich habe manche Vorschläge verwendet.	Ja	Nein

SAMPLE RESOURCES

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

Revise Content

Students will be able to:

4.2.2 revise own ideas to accommodate new ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student locates a short story or text in a computer file or writing folder written earlier in the year. The student likes the idea of this story and decides to make it longer and more interesting. More text is added and some changes are made so that the story reads better.
- Stretch-a-Sentence: The class brainstorms lists of nouns, verbs, and adjectives. Provide a bare-bones sentence. Students use lists to make the sentences more interesting or create topics related interesting sentences.
Der Hund ist klein.
Der schwarze Hund ist weich und sehr klein.
- Students use a checklist for editing and revising.
- Model revisions procedures using Think-Aloud to clarify meaning by adding, deleting, or rearranging ideas and information. After having received written permission, provide enlarged copies of grade-appropriate samples (no names) and use the overhead projector to demonstrate how to revise. Then, provide guided revision practice using short pieces of writing. Repeat guided practice frequently with the whole class, small groups, and individual students. The number of revisions for each piece of text should be limited.
- The student writes a story early in the year. The student is encouraged throughout the year to revisit the draft texts and make substantial changes. This can be done with peer conferencing. The student files a copy of each draft along with the most current version. At the end of the year, the student writes in a journal or Learning Log to reflect on the development the story has undergone.

Revise Content*Students will be able to:***4.2.2** retell to clarify ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reread drafts when working independently?
- engage in self-questioning?
- attempt to make changes on his/her own?
- share first drafts willingly and confidently?
- ask others for specific help?
- listen to others' suggestions?
- incorporate suitable suggestions?
- listen to authors read during conferences?
- provide positive feedback when conferencing?
- ask relevant questions during conferences?
- make appropriate suggestions to help others revise?

 Anecdotal Records

Throughout the year, observe students' willingness to revisit their first-draft texts and make substantial changes. As well, students should be observed when they conference with peers during the writing process. Each observation is dated and the context is included. The data should be used to guide instruction and to note progress over time.

 Self-Assessment

Students assess their revising skills according to a checklist. See sample below.

Meine Korrekturlesung bewerten—Schülercheckliste		
Name: _____ Datum: _____		
Texttitel: _____		
Ich habe mir meinen Text selber vorgelesen.	Ja	Nein
Ich habe meine Rechtschreibung überprüft.	Ja	Nein
Ich habe meine Groß- und Kleinschreibung überprüft.	Ja	Nein
Ich habe meine Zeichensetzung überprüft.	Ja	Nein
Mein Partner hat bei mir _____ Rechtschreibfehler _____ Gross-und Kleinschreibfehler _____ Zeichenfehler gefunden.		

 Portfolios

Students select work samples that show their skills in making revisions. All draft copies and related checklists should be included with these pieces. Have students provide simple annotation telling why they selected particular pieces.

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

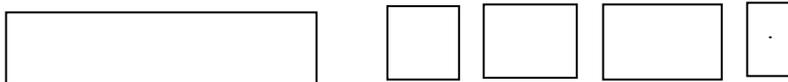
Enhance Legibility

Students will be able to:

- 4.2.3** print or write legibly using a style that is consistent in alignment, shape, and spacing; demonstrate basic keyboarding skills.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long.
- Students cut a sentence strip apart between words. They pass them to a partner who leaves spaces between the words when reconstructing.



- Students use their fingers to mark spaces between words.
- When writing a good copy, students refer to a checklist. For example,
 - *Ist meine Druckschrift leserlich?*
 - *Lasse ich einen Seitenrand?*
 - *Halte ich den Seitenrand gleichmäßig ein?*
 - *Halte ich einen Abstand zwischen allen Wörtern?*
- Students write their names in the cursive style and decorate them for a special nametag, noting alignment, shape, colour, and texture.
- Provide explicit instruction and model appropriate letter formation in cursive writing in a weekly writing practice lesson.
- Make and laminate an alphabet strip in cursive writing. Students tape it to their desks and take a copy home.
- Students use the acronym **HOW** to help them organize their written work. **H** refers to the headings of name and date. **O** details how the page should be organized. **W** encourages students to write neatly and legibly. In German, a parallel strategy can be called *NaDaSeiLe* or *LeNaDaSei* as a reminder to students to remember the following: *Name; Datum; Seitenrand; Leserlich schreiben*.
- Students are introduced to keyboarding through software programs that provide instructions and self-monitoring. Instruct students on how to use word-processing software and guide their practice using cut-and-paste formatting features (e.g., typing tutor).

Enhance Legibility*Students will be able to:***4.2.3** print or write legibly using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use consistent spacing on a line and page or on an electronic screen?
- demonstrate smooth flow in cursive writing letter formation?
- form letters and numbers clearly?
- use a legible personal style?
- use keyboarding skills, manuscript printing, and cursive handwriting?
- demonstrate confidence?
- demonstrate enjoyment and pride in presenting legible work?
- increase the amount of production within a set time?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and include the context of each observation to determine progress over time and to inform instruction.

 Self-Assessment

With student input, develop a self-assessment checklist to monitor progress in creating neat, legible work and to guide the students in increasing their proficiency with script and page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

Welchen Eindruck mache ich schriftlich?		
Schülercheckliste		
Name: _____ Datum: _____		
	Ja	Nein
Meine Buchstaben sind alle deutlich.	<input type="checkbox"/>	<input type="checkbox"/>
Meine Buchstaben sind alle gleich groß.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich halte mich an die Linien.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Wörtern ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich radiere meine Fehler vorsichtig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich streiche meine Fehler vorsichtig durch.	<input type="checkbox"/>	<input type="checkbox"/>
Am Computer kann ich jetzt besser tippen als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>
Mit dem Computer kann ich jetzt besser Text formatieren als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>

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

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When students find interesting descriptive words or phrases, they add them to the correct category on class wall charts (e.g., *so spricht man, so sieht man aus, so fühlt man sich*).
- At a station in the classroom, students assemble word strips into complete sentences. The words come from stories used in class.

Der kleine Hund	spielt	mit dem Ball.
-----------------	--------	---------------

- Students memorize poetry to reinforce language flow, sentence patterns, vocabulary, etc.
- Students write exploding sentences:

Ich mag $\left\{ \begin{array}{l} \text{Wurst} \\ \text{Schokolade} \\ \text{Eis} \end{array} \right.$ weil $\left\{ \begin{array}{l} \text{sie} \\ \text{sie} \\ \text{es} \end{array} \right.$ $\left\{ \begin{array}{l} \text{gut schmeckt} \\ \text{süß ist} \\ \text{kühl ist} \end{array} \right.$

- Students write shape poems.

Die lange Schlange schleicht wie ein Schlauch im Schlamm

They can be scanned and placed on the school web page.

- Students practise a variety of tongue twisters (e.g., *Sieben Schneeschipper schippen schnell sieben Schippen Schnee*).
- Students produce alliteration sentences (e.g., *Sonntags singt sie sechsmal*).

(continued)

Enhance Artistry*Students will be able to:***4.2.4** experiment with words and sentence patterns, with support. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use descriptive words?
- use a variety of sentence patterns?
- enjoy learning about and using descriptive vocabulary?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 Conferences

Conference with students about their original work. Encourage students to use descriptive and precise language and a variety of sentence patterns in their oral and written work.

(continued)

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

Enhance Artistry

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students write poetry using brainstormed word lists.
- Provide a list of nouns, adjectives, and verbs. Students link appropriate words to produce sentences.

Wer/Was (Subjekt)

- ein Hund
- ein König
- ein Mädchen

Wie (Adjektiv)

- hungrig
- braun
- groß

macht was (Verb)

- findet
- möchte
- isst

Was? (Objekt)

- einen Knochen
- ein Haus
- Schokolade

Enhance Artistry*Students will be able to:***4.2.4** experiment with words and simple sentence patterns. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Portfolios**

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

Mit Wörtern spielen	
Name: _____	Datum: _____
<i>Hier spiele ich mit Wörtern.</i>	
<i>Wörter die ich besonders gut finde sind:</i> _____	

<i>Sie sind:</i>	
<input type="checkbox"/>	<i>ruhig</i>
<input type="checkbox"/>	<i>witzig</i>
<input type="checkbox"/>	<i>grausig</i>
<input type="checkbox"/>	<i>laut</i>

SAMPLE RESOURCES

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

Enhance Presentation

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students enhance their own presentations using such aids as storyboards, posters, or presentation software (e.g., *PowerPoint*).
- After an author study on Eric Carle, a student may choose to paint pieces of paper and cut them out in shapes to illustrate a story that the student has created.
- Model how to create the physical layout and organize a piece of work by using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Demonstrate the thinking process for students by verbalizing as you work.
- Students produce brochures on their school, province, city, or community that is being studied. A template for a brochure can be prepared on a computer. Students add appropriate text and visuals. A hard copy can be printed.
- Students examine illustrations in various texts. Lead the students in a discussion on the moods created by the illustrations, the appropriateness of the illustrations, and the effectiveness of the illustrations.
- Students choose an appropriate medium, colour, size, and texture to illustrate a composition.
- Students use modelling clay to illustrate their story.

(continued)

Enhance Presentation

Students will be able to:

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

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

Does the student:

- experiment with text format?
- create visuals?
- integrate visuals within text appropriately?
- have neat, legible compositions, reports, and charts?
- have well-organized composition, reports, and charts?
- use visuals effectively?
- engage and hold the attention of the audience during presentations?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observations to note progress over time. The data is used to guide instruction.

 Rubrics

With students, use rubrics developed during class instruction to assess the organization and neatness of final products. Students identify and discuss their strengths and needs according to the rubric. Assess students' skills at using the rubrics to guide their independent work.

(continued)

General Outcome

4

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

4.2 Enhance and Improve

GRADE

3

Specific Outcome

Enhance Presentation

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Enhance Presentation

Students will be able to:

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

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Self-Assessment**

Students use checklists to monitor and assess their work. A sample checklist may include the following:

- I use visuals to explain my idea and information.
- My visuals are in the right places.
- My visuals are clearly labelled.
- I have used appropriate text size.
- I have examined the use of color, spatial arrangement, clarity of illustrations, graphs, or charts.
- Generally, my work is neat and appeals to the eye.

 Conferences

Conference with students on their ability to enhance their presentation of ideas, feelings, and information. Students may wish to share some selections from their portfolios and indicate why the works were chosen. In conferencing, have students discuss the ideas, feelings, and information they were trying to convey.

 Portfolios

Students select samples of completed products that represent attempts to enhance their original text. Samples should reflect progress over time. Students provide reasons for their choices and annotate their entries.

SAMPLE RESOURCES

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

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read aloud to the students, focusing attention on how authors use complete sentences to convey their ideas. These models assist students in developing an understanding of complete sentences. Students are invited to think about how authors use complete sentences as they participate in shared reading and in writing original text.
- Provide students with a paragraph with key words missing. Students edit the paragraph individually or as a group. Initially model this procedure, verbalizing thoughts.
- Students participate in a daily edit. Write a brief message on the board or overhead transparency that contains incomplete sentences. Students identify the incomplete thought and reword it to make the meaning clear.
- Place words or phrases on cards. Students, working in pairs or individually, use these cards to construct interesting and complete sentences.
- Students participate in peer editing of their work with a partner. The partner monitors it for use of complete sentences. The authors then make the changes independently.
- Model writing for the students, verbalizing your thoughts to demonstrate how to write in complete sentences.
- Students read their own written texts out loud as an editing skill for punctuation and spelling.
- Play “*Wir kaufen Sätze.*” Provide a number of correct and incorrect sentences on a *PowerPoint* presentation or overhead. Students work as a group to bid on sentences they believe to be correct.

Grammar and Usage*Students will be able to:***4.3.1** edit for complete sentences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify incomplete sentences in others' work?
- identify incomplete sentences in own work?
- use complete sentences in oral form?
- use complete sentences in written form?
- edit own work?
- recognize acceptable incomplete sentences in dialogue?

 Checklist

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences.

 Conferences

Conference with students about their editing for complete sentences. Use teacher-completed checklists and students' work samples to guide the conferences.

SAMPLE RESOURCES

Spelling*Students will be able to:***4.3.2** spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- show ability to recognize letter patterns?
- identify similarities and differences in words?
- conference with peers or teacher in revising and editing work?
- note spelling errors in written work?
- use personal dictionaries and reference lists?
- spell an increasing number of words correctly?
- use visual memory?
- pronounce words clearly and correctly?
- take risks and generate alternate spelling of words?
- take pride in spelling improvement and accomplishments?

 Checklist

Develop checklists based on the Focus for Assessment criteria to determine students' stages of spelling development and for assessing students' daily works to determine their developing skills and attitudes in using spelling strategies.

 Self-Assessment

Students complete self-assessment checklists after reviewing their first draft and published pieces. Monthly reviews help students remain focused on their spelling progress.

Meine Rechtschreibung—Schülerselbstbewertung				
Name: _____ Datum: _____				
	oft	manchmal	selten	nie
Ich buchstabiere die Wörter wie sie sich anhören.				
Ich buchstabiere die Wörter so wie sie meiner Meinung nach aussehen sollen.				
Wenn ich ein Wort nicht buchstabieren kann, schaue ich es nach.				
Ich denke an Wörter, die ähnlich sind, die ich schon buchstabieren kann.				
Wenn ich unsicher bin, markiere ich das Wort. Dann schaue ich es nach.				
Wenn ich unsicher bin, schreibe ich das Wort mehrmals verschieden auf.				
Wenn ich unsicher bin, bitte ich um Hilfe.				
Ich führe mein eigenes Rechtschreibheft. Hier schreibe ich alle Wörter auf, die ich schwierig finde.				

(continued)

General Outcome

4

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

4.3 Attend to Conventions

GRADE

3

Specific Outcome

Spelling

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Spelling

Students will be able to:

- 4.3.2** spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)*

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

Conference with students to determine the spelling strategies they are currently using. With students, review written work to find out what they do well and what they need to work on with regards to spelling. During the conferences, use the following questions to determine students' spelling knowledge, strategies, and attitude.

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- How do you know when you have spelled a word correctly?
- What do you do when you have not spelled a word correctly?

 Pre- and Post-Spelling Tests

Together with students, analyze pre- and post-tests to determine the pattern of misspellings and effective use of spelling strategies.

 Portfolios

Students select written work samples and photocopied pages of their spelling logs that show their monthly progress in spelling. Students may include a self-assessment spelling checklist with their work samples.

SAMPLE RESOURCES

General Outcome

4

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

4.3 Attend to Conventions

GRADE

3

Specific Outcome

Capitalization and Punctuation

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Post a chart that students refer to when editing their own or someone else's work (e.g., *Großschreibung, Kleinschreibung, Punkt, Doppelpunkt, Komma, Bindestrich, Gedankenstrich, Fragezeichen, Ausrufezeichen, Anführungsstriche/Anführungszeichen*).
- Daily Message: Write a series of sentences with incorrect punctuation. Students, with teacher guidance, edit and correct sentences. When the students become increasingly competent with this activity, they may edit the message independently.
- Students edit each other's work using a guide established by the teacher.
- Use choral reading activities to model how punctuation signals pauses (periods), excitement (exclamation points), and inflections and intonation (quotation marks). Students practise in small groups.
- Use mini-lessons to teach appropriate use of capitalization and punctuation, such as periods, question marks, and exclamation points. Mini-lessons should be based on the needs observed as students are composing. Samples of students' writing may be used for a group editing activities provided permission is given and anonymity remains. Using an overhead, have the students insert capital letters and punctuation marks appropriately.
- After showing the students samples of correctly punctuated dialogue in texts, provide students with text where all quotation marks have been removed. Students, working with a partner, insert quotation marks in the correct places.

Capitalization and Punctuation*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use periods appropriately in written work?
- use exclamation marks appropriately in written work?
- use question marks appropriately in written work?
- proofread and edit own work for accurate punctuation?
- proofread and edit others' work for accurate punctuation?

 Checklist

Use checklists based on the Focus for Assessment criteria to determine students' developing proofreading and editing skills. Work with students to develop a self-editing checklist. Check students' editing work to look for evidence that progress is being made in students' ability to proofread their own work and the work of their peers.

 Conferences

Conference with students about their proofreading and editing skills, and provide feedback and encourage accurate punctuation usage. Help students listen as they read their work and insert the appropriate punctuation.

 Portfolios

Select samples of students' work that demonstrates their developing skills in proofreading and editing their own written compositions for appropriate use of periods, question marks, and exclamation points. Work samples should be dated to show progress over time. Use the data to inform instruction.

SAMPLE RESOURCES

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

Share Ideas and Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students plan an oral presentation. It may be a prepared or memorized text about a subject-related topic or one that is of special interest. Set clear parameters for the presentation (e.g., form, time, content). Students are encouraged to take notes and ask questions.
Note: As a listening activity and/or for accountability and keeping class attention, the class may be given a quick oral quiz, especially if there are numerous presentations.
- After doing a novel study (e.g., *Nick Nase stellt eine Falle*), students choose to represent and present the story in one of the following ways: collage, diorama, poster, drama, dance, etc. Questions may be asked.
- A student brings in a collection and explains to the class why the collection is organized the way it is. Students share with the class their favourite piece of the collection.

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

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use an organized approach and a plan for his or her presentations?
- follow a sequential plan?
- engage a familiar audience’s attention?
- maintain audience’s attention?
- use clear, fluent, and expressive language?
- make culturally appropriate eye contact?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?

 Checklists

Use checklists based on the Focus for Assessment questions to determine students’ skills in planning, preparing, and delivering presentations. Date each observation and include the context of the observation. Observations are reviewed to note progress over time.

 Anecdotal Notes

Observe and record students’ skills in sharing information and ideas in a variety of contexts. Note evidence of students’ progress over time. All observations are dated and the contexts of the observations are noted.

 Portfolios

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

SAMPLE RESOURCES

- Weinman Sharmat, Marjorie. *Nick Nase stellt eine Falle*. Ravensburger Buchverlag. 1995.

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

Effective Oral and Visual Communication

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead a discussion about the importance of volume, intonation, and non-verbal clues in presenting a story or information. Model this, and then students role-play situations.
- To share a poem, students choose how to present it: as a choral reading to other classes, as a reading over the intercom, or as a posting on the school website.
- Students listen to various oral presentations (e.g., German commercials, news, a video of German folktales, etc.), and discuss what was effective and appropriate in each presentation.
- Students work in pairs to create a puppet show based on a familiar story. Before they present it to the class, students will plan the puppet play by deciding on a problem, the names of the characters, and what the characters will do and say.
- Students use a sequence of pictures as the basis for retelling a familiar story. Students sequence the pictures to explain how the story starts, what happens in the middle, and how the story ends. Students are encouraged to use storybook language and complete sentences as they retell the story.
- Working in groups or with partners, students prepare posters on a social studies topic and present them to the class.

Effective Oral and Visual Communication*Students will be able to:*

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

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

Does the student:

- modulate voice appropriately for the ideas and information presented?
- adjust volume for emphasis?
- use appropriate intonation for the ideas and information presented?
- express ideas and information clearly?
- express ideas and information purposefully?
- use facial expression to enhance ideas and information?
- use gestures to enhance ideas and information?
- take risks in attempting to communicate effectively?

Checklists/Rating Scales/Comment Sheets

Develop assessment tools based on the Focus for Assessment criteria. Presentations can be assessed by the teachers, peers, or the presenters themselves. Samples are found in Appendix E of this manual.

Conferencing

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

(continued)

General Outcome

4

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

4.4 Present and Share

GRADE

3

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Effective Oral and Visual Communication*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES *(continued)*

Self-Assessment

Students need to be encouraged to reflect on their oral presentations in order to improve their oral communication skills. Questionnaires like the following guide the self-reflection.

Mein Vortrag—Schüler selbstbewertung		
Datum:	_____	
Name:	_____	
Mein Thema:	_____	
Dein Vortrag ist nun fertig. Wie fühlst du dich? Wähle den Gesichtsausdruck, der am besten passt.		
1. Wenn etwas wichtig war, habe ich es mit meiner Stimme betont.	😊	😐
2. Wenn etwas wichtig war, habe ich es mit meinem Gesichtsausdruck betont.	😊	😐
3. Wenn etwas wichtig war, habe ich es mit meinen Handbewegungen betont.	😊	😐
4. Wenn etwas wichtig war, habe ich es mit meinen Körperbewegungen betont.	😊	😐
5. Meine Zuschauer waren aufmerksam.	😊	😐

SAMPLE RESOURCES

- Deutschmobil 2, reader/workbook texts

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

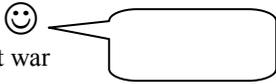
Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A group of students creates a puppet play based on a book. Students make stick puppets and present the play to the class. Other students watch attentively and quietly, then clap at the end.
- Model appropriate or inappropriate audience behaviours. With a small group of students, role-play while other students observe quietly. The role-play is then discussed by the whole group.
- Create a chart, such as the one below, to cue students to use active listening behaviours.

Gute Zuhörer ...	
- sitzen still - bleiben am Platz - halten die Hände still	
- schauen zu - zeigen Interesse	
- hören gut zu - warten auf die Hauptgedanken	
- denken über den Inhalt nach - überlegen sich gute Fragen	
- stellen ihre Fragen am Ende - sagen am Ende, was interessant war	
- unterbrechen nicht - sprechen nicht untereinander	

- Students view a sports game and audience behaviour is discussed. A discussion follows: Is this okay in church, at a funeral, or at a wedding. How do we behave there? What do we do at a concert—rock, opera, or symphony? Call on the students to share personal experiences and continue with class behaviour, assembly behaviour, etc.

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

Does the student:

- focus on the speaker?
- use appropriate body language during the presentation?
- show engagement during the presentation?
- ask relevant questions?

 Anecdotal Records

Use the Focus for Assessment criteria to observe and record the behaviours of students' audiences. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 Group Self-Assessment

Record the class audience during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

War ich ein guter Zuschauer/Zuhörer? Schüler selbstbewertung

	ja	nein
1. Ich war ruhig, als geredet wurde.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ich habe den Sprecher angesehen.	<input type="checkbox"/>	<input type="checkbox"/>
3. Meine Körpersprache zeigt, dass ich zugehört habe.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ich habe eine Frage zum Thema gestellt.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ich habe aufgepasst, als andere Fragen stellten.	<input type="checkbox"/>	<input type="checkbox"/>
6. Ich habe positive Kommentare gemacht.	<input type="checkbox"/>	<input type="checkbox"/>
7. Ich war ein hilfreicher Zuschauer/Zuhörer.	<input type="checkbox"/>	<input type="checkbox"/>
8. Was ich als guter Zuschauer/Zuhörer gemacht habe: _____		
9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer/Zuhörer zu sein: _____		

(continued)

General Outcome

4

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

4.4 Present and Share

GRADE

3

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate appropriate audience behaviours. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Conferences**

Conference with students about peer feedback received when presenting information in class.

 Response Journals/Reflection Journals

Students record entries in a Learning Log following each oral presentation and discussion. The entries may include what they learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. These entries may be composed as a class with teacher guidance and support.

 Peer Assessment

After listening to a presentation by their peers, audience members complete a “*Nach dem Vortrag*” form, listing two things the group members did weakly, one thing they could improve, and three facts that were mentioned.

Nach dem Vortrag	
Gruppe:	_____ , _____ , _____ , _____
Was die Schüler gut gemacht haben:	
1.	_____
2.	_____
Was sie besser machen könnten:	
1.	_____
Drei Dinge, die sie erwähnt haben:	
1.	_____
2.	_____
3.	_____
Etwas, das sie nicht erwähnt haben:	

SAMPLE RESOURCES

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

Share and Compare Responses

Students will be able to:

5.1.1 record ideas and experiences, and share them with others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student writes about and illustrates a personal experience in a journal as a special project and, from an Author's Chair, shares it with the class or a small group.
- Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other. This can also be done as a class sharing.
- Invite students to brainstorm ways that ideas and experiences can be shared with others. These ideas are recorded and posted in the classroom.

Sharing Ideas

murals	displays	advertisements	letters	telegrams
oral stories	role-plays	newspaper articles and reports		
mobiles	graphs	posters	cartoons	diagrams
puppetry	drawings	songs	tape recordings	
interviews				

- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them.
- Students create bulletin board collages representing personal ideas and experiences on a particular theme or topic. The class is divided into groups and each in group is given an opportunity to plan and complete a portion of the bulletin board display. The teacher encourages students to use a variety of recycled newspapers, magazines, etc.
- Given a topic, students prepare a brief oral presentation. After the presentations, students record their ideas into a daily journal.
- Students share visual arts representations with classmates following the completion of art lessons and art projects. Peers provide positive feedback. Artwork is mounted and displayed in the school or classroom art gallery.
- Students create "We" posters. The teacher builds a sense of community by spotlighting similarities among students and individual talents to establish shared interests and abilities.

Share and Compare Responses*Students will be able to:***5.1.1** record ideas and experiences, and share them with others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record personal ideas?
- record personal experiences?
- share personal ideas and experiences with a partner?
- share personal ideas and experiences with the whole class?
- share ideas and experiences confidently?
- share ideas and experiences when encouraged to do so?
- listen to others share personal ideas and experiences?
- respond positively when others share personal ideas and experiences?
- show respect for others' ideas and experiences without judging them?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 Work Samples

Analyze the students' work samples and representations to determine whether the students record personal ideas and experiences in a variety of ways.

SAMPLE RESOURCES

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

Relate Texts to Culture

Students will be able to:

5.1.2 examine ideas within stories from oral, literary, and media texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When the class is learning about families from other countries, invite a parent to come in and play some music or show handicraft or artwork from the country. Students respond to what they have been exposed to by writing about it in their journals.
- Students make sketches to illustrate scenes from the lives of characters in stories they have heard, read, or viewed. Students share their sketches with classmates in groups. They write a sentence about how the characters' lives are similar to their own.
- After watching a video presentation about different kinds of communities, students talk about what they learned, through the use of prompts.
- Students watch a video filmed in another country (audio is not necessary). Students share observations, comparing community life and other differences.
- Students watch the film *Teach Me to Dance* and are asked observe cultural differences, then and now, with the German culture in Canada.
- Invite a guest speaker who has lived in a German-speaking community to talk about life and culture in that community. Students respond by writing thank-you notes in which they itemize things they learned and found interesting.
- Students play a co-operative learning game called *One and All*, which is designed to help students identify similarities and differences. Students can compare books, characters, or cultures, as well compare their own lives with the lives of characters or events in texts they have listened to, read, or viewed (Kagan, 1994).
- With students, complete a Venn diagram to compare and contrast their lives with the lives of characters they encounter in texts. Students share their comparisons with classmates in group discussions.
- Invite students to read and discuss the lyrics of songs from other cultures that have been translated into German. Students learn to sing these songs.
- As a class activity, and with teacher guidance, students write a letter to a character from a story they have heard, read, or viewed.
- Students, working in small groups, complete a Venn diagram comparing two similar stories from different cultures.

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

- 5.1.2** examine ideas within stories from oral, literary, and media texts from various communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify key ideas in stories that are similar to his or her own ideas?
- identify key ideas in stories that are different from his or her own ideas?
- identify characters in stories who are similar to himself or herself?
- identify characters in stories who are different from himself or herself?
- show appreciation for similarities and differences in communities revealed in stories?
- stay on topic during discussions?
- contribute appropriately to discussions?
- listen to others during discussions?
- show respect for others' ideas?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Work Samples

Analyze work samples to determine how students discuss key ideas from stories.

 Anecdotal Records

Observe and record students' behaviours in formal and informal situations as they compare ideas within stories from a variety of oral, literary, and media texts from various communities. All observations are dated. Review students' patterns of listening behaviours. The data may be used for student-teacher conferences.

SAMPLE RESOURCES

- *Teach Me to Dance*, National Film Board, 1978.

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

Appreciate Diversity

Students will be able to:

- 5.1.3** connect situations portrayed in oral, literary, and media texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to stories about other children in different times and places, and relate their own experiences to each story.
- Students read a poem about two friends and complete a chart about friends.

What <u>(Name)</u> and <u>(Name)</u> like about each other.	What I like about my friends.

- After viewing a video about a child's home and school life, students describe the home and school life and discuss how they compare to their own home and school experiences.
- After watching a movie or reading a story such as *Nick Nase stellt eine Falle* and the English counterpart, *Nate the Great*, students record differences and similarities on self-stick notes. Students then come to the front of the class and sort their self-stick notes according to teacher-directed criteria (e.g., *Wie sind die 2 Texte gleich? Wie sind sie anders?*).

gleich	anders

- After reviewing and reading or listening to stories about Halloween, students draw and write a short description of their Halloween costume.
- Read a variety of texts that reflect different cultures as well as other communities. Following the reading, invite students to share personal connections they made with characters and events. Record these ideas in German on a chart or poster paper.
- Students participate in field trips to view cultural displays at different times and places. Prior to the field trips, engage students in activities to build prior knowledge, such as readings, discussions, and viewing videos. Students complete short, simple journal entries or Learning Logs during and after field trips. Students may do collages as a follow-up activity.

Appreciate Diversity*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify similarities between personal culture and situation, and those of characters encountered in texts?
- identify differences between personal culture and situation, and the culture of characters encountered in texts?
- show respect for own community?
- show respect for the communities of others?
- participate responsibly in the classroom community?

 Anecdotal Records

Record examples to show how students made connections between the portrayals of individuals or situations in oral, literary, or media texts and their personal experiences. Use the Focus for Assessment criteria to guide your observations.

 Conference

Conference with students to discuss participation and personal responsibility in the classroom and school community.

 Portfolios

Students choose work samples to show their connections between portrayals of individuals or situations in texts and personal experiences. Students state why a particular piece of work was selected to represent their understanding of their community.

 Work Samples

Review students' work samples to note their developing skills in relating the lives of characters and their feelings to personal experiences.

SAMPLE RESOURCES

- Weinman Sharmat, Marjorie. *Nick Nase stellt eine Falle*. Ravensburger Buchverlag. 1995.

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

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate individual and class achievements.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make comments to recognize and praise an author's work on a comments page attached to the back of individually published stories.
- During a class meeting, students compliment each other on accomplishments or kindnesses shown to others. A ball is passed round a circle and is held by the person speaking. For example, *Ich möchte (Name)*
 - *ein Kompliment machen.*
 - *für etwas bedanken.*

Er/Sie

 - *hat mir gestern viel geholfen.*
 - *kann so gut singen.*
 - *hat seine Geschichte vorgelesen.*
 - *hat so gute Ideen.*
 - *ist immer so hilfreich.*
 - *hat in der Pause mit mir gespielt.*

(Name) replies politely.

The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.
- Model encouraging comments by acknowledging students with specific praise for their accomplishments and successes. Invite students' input in creating a list of words and phrases that can be used for giving praise and acknowledging success. This list is posted in the classroom for reference. Students practise giving and receiving praise.
- Students contribute to a collage about the student or students of the week.

(continued)

Celebrate Special Occasions*Students will be able to:***5.1.4** participate in shared language experiences to celebrate individual and class achievements. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use language to acknowledge others' accomplishments?
- use nonverbal behaviours to acknowledge others' accomplishments?
- encourage others?
- help others?
- acknowledge personal accomplishments?
- accept praise and recognition graciously?

 Checklists

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

 Anecdotal Records

Note students' responses that acknowledge and celebrate achievements.

(continued)

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

5.1 Develop and Celebrate Community

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate individual and class achievements. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- The Student of the Week is chosen randomly. This student is seated in the centre of a circle of classmates. Classmates use small cards to write positive comments highlighting the chosen students' strengths and accomplishments. Cards are given to the student to take home for her or his personal collection. Ensure that every student receives this recognition once before any repeats occur.
- Students participate in a Student of the Week activity. The student is seated at the front with the teacher. Compose text with the students based on the Student of the Week's accomplishments. Scribe the students' ideas. When the text is complete, reread it with students to ensure the information is accurate and sequenced appropriately. The text can be made into a book with illustrations and given to the student to take home.
- Students create, with teacher guidance and support, a photo album, banners, posters, songs, raps, or a classroom newsletter, to acknowledge and celebrate individual and class achievements.

Celebrate Special Occasions*Students will be able to:***5.1.4** acknowledge and celebrate individual and class achievements. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment**

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

Wie nett ich doch gewesen bin—Schülerselbstbewertung
Name: _____ Datum: _____
Beschreibe, was du getan hast: Ich habe _____ ein Kompliment gemacht. Ich habe mich bei _____ für _____ bedankt. Das war am _____ tag. Ich habe _____ mit seinem/seiner/ihrem/ihrer _____ geholfen. Ich habe in der Pause mal mit _____ gespielt. Dann war er/sie nicht so allein. Ich habe am _____ eine gute Note für _____ bekommen. Da war ich froh!

SAMPLE RESOURCES

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

5.2 Encourage,
Support, and
Work with
Others

Cooperate with Others

Students will be able to:

5.2.1 co-operate in a variety of partnership and group structures.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm the ways in which they can be helpful to their families. Each person in the group has an opportunity to express ideas.
- During a group activity, such as colouring eggs or planting bean seeds, the group completes the task using assigned materials and directions.
- Students create a group mural showing small animals that live in their community. Upon completion, reflect with students on the collaboration process used to complete the group mural.
- With students, generate a chart based on the roles and responsibilities required for a specific group activity or for groups generally.
- Provide a sheet for co-operative group evaluation and for self-evaluation.
- Students work as a group to write a thank-you letter to a guest speaker that visited their classroom. Students make use of vocabulary posted in the classroom from a brainstorming session preceding the letter-writing task.
- Model the language and behaviours of attentive listening to help students learn the language they need for co-operative group work. Give encouragement, praise accomplishments, and clarify ideas and responses. For student reference, post in the classroom the vocabulary necessary for co-operative group work in German. Students practise this vocabulary through role-plays and repetition.

Cooperate with Others*Students will be able to:***5.2.1** co-operate in a variety of partnership and group structures. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- co-operate during group work?
- collaborate during group work?
- demonstrate understanding of group guidelines?
- demonstrate understanding of the roles and responsibilities of group members?
- participate in self-reflection and debriefing?
- identify personal behaviours that contributed to group success?
- make an effort to use German during group work?

 Checklist

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among groups during small-group work to observe behaviours and monitor the use of German during group work.

 Self-Assessment

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or Learning Logs.

 Quick Check (Thumbs Up/Down)

Use a quick check to determine how students feel about the way they worked on a co-operative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick checks may be used when time does not permit using an extended checklist.

SAMPLE RESOURCES

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

5.2 Encourage, Support, and Work with Others

Work in Groups

Students will be able to:

5.2.2 take roles and ask others for their ideas, and express interest in their contributions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As new groups form, they work together to come up with a group name that is agreeable to everyone. All ideas are considered.
- Non-verbal Communication: Students are made aware that facial expressions and gestures contribute to communication. Students dramatize to convey nervousness, embarrassment, happiness, excitement, anticipation, rejection, and acceptance. Debrief following these dramatizations to help students focus on how they might use encouraging non-verbal communication to express interest in others' ideas.
- Make a statement to which students respond by arranging themselves along a value line that ranges from agree to disagree. Students then form discussion pairs from opposite ends of the value line. Students practise sharing information and asking questions about their different points of view. Debrief by having students explain to the whole group what they learned about their partner's opinion.
- After working with students to create a list of ways to disagree respectfully, use role-play situations to practise (e.g., Lion's Quest role-plays).
- When students work in groups, they make certain that there is a leader who makes certain everyone is heard and everyone has contributed.
- Model discussions where group members express interest in the thoughts and opinions of others.
- Invite students to brainstorm a list of behaviours that make discussions in the classroom work well. Compile the students' responses onto a chart that is posted, reviewed prior to discussions, and referred to during discussions. A sample chart may include:

Our Discussions		
Looks Like	Sounds Like	Feels Like
heads are nodding people are interested people leaning forward people take turns people looking at each other	one person is speaking at a time people disagree politely questions and answers different people talking soft, low voices	I am important My ideas are important What I think matters I am learning from others I can help others figure things out

Work in Groups*Students will be able to:*

- 5.2.2** take roles and ask others for their ideas, and express interest in their contributions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask open-ended questions?
- ask questions related to the topic?
- ask questions without repeating what others have said before?
- direct questions to specific group members?
- acknowledge responses to questions?
- express interest in contributions of others?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions. Record student's question-asking patterns.

 Self-Assessment

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample:

In der Gruppe mitmachen—Schüler selbstbewertung			
Name: _____ Datum: _____			
Gruppenmitglieder: _____			
	immer	manchmal	fast nie
Ich stelle Fragen, die zum Thema passen.			
Ich beantworte Fragen ehrlich.			
Meine Antworten passen zum Thema.			
Ich höre zu, wenn andere meine Fragen beantworten.			
Ich warte, bis ich an die Reihe komme.			
Ich unterbreche andere, wenn sie sprechen.			
Ich mache negative Bemerkungen.			
Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht.			
Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...)			
Ich helfe meiner Gruppe, eine gute Diskussion zu haben.			

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between student's self-assessment reports and the behaviours that are actually observed.

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

Does the student:

- use language that shows consideration toward others?
- use non-verbal cues that show consideration toward others?
- encourage others to participate?
- disagree with ideas rather than with individuals?
- show empathy for others whose ideas, abilities, and language differ from his/her own?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Conferences

Conference with students to reinforce positive communication behaviours, as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

 Anecdotal Records

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

SAMPLE RESOURCES

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

5.2 Encourage,
Support, and
Work with
Others

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students model for the class how the teacher and staff work co-operatively.
- Discuss how a family works together and why this is important.
- Students brainstorm and draw a list of possible ways the students help each other in class every day. Set up a Celebration Wall. Students complete statements, with teacher guidance, similar to the following and post them on the Celebration Wall.

Anerkennungswand	
Datum: _____	
Heute hat _____ (wer) _____ (was getan)	
Das finde ich super!!!	
_____ (Unterschrift)	
Datum: _____	
Unsere Gruppe hat heute besonders gut funktioniert, weil, _____	
(wer) _____ (was gemacht hat). Das war toll!!!	
_____ (Unterschrift)	

- Students' goal is to complete one sketch about a text they listened to, read, or viewed. Each group member is given a different coloured marker to add his or her contributions.
- Students create one story map. One paper and one pencil are circulated. Students take turns writing down information to show that all in the group contributed.
- Create a "Helping Hands" tree. Supply traces of a hand. Students cut out green hands, write their good deed on it, and put it on the tree.

(continued)

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

Does the student:

- follow group instructions needed to complete a task?
- remain focused on the group’s task?
- encourage group members to do their best?
- listen to the group members?
- contribute ideas and information?
- use group time wisely?
- celebrate group successes?

 Checklists

Develop checklists based on the Focus for Assessment criteria or uses a grid like the following to record students’ group behaviours.

Unsere Gruppenarbeit				
Datum: _____				
Thema: _____				
Namen	Zeit gut gebraucht	gut zugehört	Ideen geteilt	War hilfsbereit

 Journals

Students respond to prompts to write in co-operative learning journals. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe, wenn ich...*

Students engage in written dialogue to give positive feedback and suggestions for improving effectiveness of group work.

 Sampling

Assess students’ accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

(continued)

General Outcome

5

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

5.2 Encourage,
Support, and
Work with
Others

GRADE

3

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Provide each student in a group with separate pieces of information about a certain topic. Each group member must circulate and share his or her information with the group in order to discover the entire message of the topic.
- Students form co-operative spelling study groups to help each other study words for a spelling test. They may use word study strategies such as *verstecken*, *aufschreiben*, *vergleichen* (cover, copy, and compare).

Evaluate Group Process*Students will be able to:***5.2.4** understand how class members help each other. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment**

Students use a variety of self-assessments to become aware of group expectations and to provide personal information. Samples of self-assessments are provided on the following pages.

Unsere Gruppenarbeit—Schülerselbstbewertung		
Datum:	_____	
Name:	_____	
Gruppenmitglieder:	_____	

Wie war ich:		
1. Ich stelle Fragen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
2. Ich höre gut zu.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
3. Ich habe neue Ideen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
4. Ich unterstütze die anderen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
Wie war die Gruppe?		
1. Wir stellen Fragen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
2. Wir hören uns gegenseitig an.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
3. Wir lernen von einander.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
4. Wir unterstützen uns gegenseitig.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
Beantwortet diese Fragen.		
1. Vor dem Gruppenprojekt: Wie findest du Gruppenarbeit?	_____	

2. Nach dem Gruppenprojekt: Wie fandst du die Gruppenarbeit?	_____	

(continued)

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

3

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

Teacher's Notes

Evaluate Group Process*Students will be able to:***5.2.4** understand how class members help each other. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment** *(continued)***Über Gruppenarbeit nachdenken**

Datum: _____

Name: _____

Alle Gruppenmitglieder unterschreiben _____

Wie war eure Zusammenarbeit? Diskutiert in der Gruppe, welches Kästchen ihr anmalen wollt.

1. Wir haben unsere Zeit gut ausgenutzt.

 immer manchmal fast nie

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

 immer manchmal fast nie

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

 immer manchmal fast nie

4. Wir haben uns gegenseitig zugehört.

 immer manchmal fast nie

5. Wir haben uns gegenseitig unterstützt.

 immer manchmal fast nie

6. Wir haben alle mit Ideen und Meinungen beigetragen.

 immer manchmal fast nie

7. Wir haben die Arbeit gut aufgeteilt.

 immer manchmal fast nie

Beantwortet diese Fragen.

1. Ein Problem, das aufgekommen ist, war _____

2. So haben wir das Problem gelöst _____

SAMPLE RESOURCES

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

Sound–Symbol System

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, as a class or in small groups, play *Hangman* in German using words or items in the classroom.
- Students create a dictionary book of new words, common words, and frequently misspelled words. There can be a page for English and German words (e.g., *der, die, das* words can be colour coded).
- Develop a spelling program for the class. Students can each choose their own list based on their list of frequently misspelled words.
- Lead a game of ABC sounds bingo (e.g., the first letter of the word *Tanzen*, last sound of *Haus*, diphthong in *Frau*, vowel sound in *rot*). On a scrap piece of paper, students make their own 16-space box (model on board) and add 11 consonants, 3 vowels, and 2 blends. Say the word and students write it in the box with the letter. This reinforces spelling.

au	t	d	r
u	w	ß	p
x	m	a	ie
g	t	f	e

- Each day a letter of the day is designated. Students circle the letter of the day in a given passage and discuss its placement.
- Students, working with a partner, generate a list of frequently used words that can be referenced during writing periods.
- In daily shared reading, the class reads together or follows along as the teacher reads. Through the shared reading, explicitly model pronunciation and inflection and support students' attempts at correct pronunciation and decoding new words.
- With students, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post the charts on the Word Wall where students may refer to them during daily reading and writing.
- Code German books in the class library according to reading difficulty, and invite students to choose books appropriate to their reading level.

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

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- attempt to apply phonetic knowledge accurately when writing?
- pronounce words accurately?
- uses consonant blends accurately?
- use all vowel sounds accurately?

 Checklists

Observe the students as they work with words either orally or in written work to determine their abilities with using the German alphabet accurately. Create a checklist based on the Focus for Assessment criteria. All observations are dated and the context noted. Review the data to note progress over time and to guide instruction.

 Anecdotal Records—Running Records

Record students' oral reading behaviour as they read German texts. Record miscues as the students read orally. Analyze the behaviours to determine effective and efficient use of cueing systems.

 Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

SAMPLE RESOURCES

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

Vocabulary

Students will be able to:

6.1.2 use vocabulary and expressions appropriately in various contexts in the classroom and school environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Select an expression or question for the day.
- Students write a conversation based on questions and answers in a familiar classroom and/or school situation. Students then role-play the situation.
- Show and Tell/Daily News Activities/Sharing Circle: Provide daily opportunities for conversations, asking and answering questions, discussions, and listening.
Students interview Grade 4 students to ask about what to expect for the upcoming year. Brainstorm questions on the board. Students copy off the board and prepare the questions to be asked at the interview with answers in German. For example, *Was gibt es für Ausflüge? Wir besuchen das Manitoba Museum.* (usually 10 questions).
- As students line up to have the daily organizer signed, they greet the teacher and say something that was decided the day before in class.
- At the end of the day, students leave class with a handshake (custom) and the target sentence of the day.
- Students, working in small groups, prepare their own Language Ladders on a familiar theme or add to the one prepared by the teacher.
- Prepare a number of situations in daily routines that students can act out. Each group should have the opportunity to act out each situation. If necessary, review dialogues or echo-acting from previous grades to review necessary vocabulary.

Vocabulary*Students will be able to:*

- 6.1.2** use vocabulary and expressions appropriately in various contexts in the classroom and school environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use the vocabulary from the Language Ladders?
- add more vocabulary than those found in the teacher generated lists?
- ask for assistance to build and develop new vocabulary, or uses other resources?
- apply vocabulary learned from one situation to another?
- address adults respectfully?
- actively participate in classroom activities?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe as the students present to familiar audiences or participates in Sharing Circle. Note the appropriate use of vocabulary and expressions. Date observations and note progress.

 Individual and Group Conferences

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

 Rating Scale

During Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:

- application of classroom vocabulary taught or reviewed to the topics discussed
- willingness to take risks with using German
- correct pronunciation and intonation
- student is actively engaged in the activity

Prepare a scale from 0 to 5 for each criterion observed.

SAMPLE RESOURCES

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

Grammatical Features

Students will be able to:

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

- verbs *mögen, möchten, wollen, sollen*
- possessive pronouns *sein* and *ihr*
- verbs (*complete conjugation*)
- inversion for questions (*Hast du...?*) and adverbs of time and place (*Heute ist es...*)
- verb position in subordinate clause (*dass, weil*)
- comparison of adjectives

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

- plural of nouns
- correct indefinite nominative articles and possessive pronouns *mein* and *dein*
- compound nouns
- negation (*nicht, kein*)
- noun and verb agreement for plural nouns
- prepositions to define spatial relationships
- verbs (infinitive)
- *sein* and *haben* (present tense)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Grammatical elements, which students able to use independently and consistently, are to be maintained for the duration of their bilingual programming.

GRADE

3

Specific
Outcome

Grammatical Structures

Students will be able to:

6.1.3 Linguistic Elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use linguistic elements?

SAMPLE RESOURCES

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

Mechanical Features

Students will be able to:

6.1.4 use basic German mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. Students work with unedited texts and put in corrections. Then, they rewrite them in a notebook.
- Students date all their work including the day of the week in the date, demonstrating awareness of capitalization of days and order.
- Students consistently use capitals at the beginning of sentences and for all nouns and names.
- Students use a question mark at the end of a question sentence.
- Model and point out in reading texts that quotation marks are different in German (e.g., „*Hast du Geld?*” *fragte die Mutter*).
- Use shared and interactive writing procedures to model appropriate use of capital letters and punctuation while scribing language experience charts.
- Through independent writing, provide support and encourage the students to experiment with and use basic mechanical features.
- Invite students to read a text passage containing dialogue. Students are asked to highlight the quotation marks and dialogue.
- As the students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate. Particular attention is paid to examples such as *am Montag* vs *montags*.

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

Does the student:

- properly write the months or days of the week, titles *Herr, Frau, Herr Doktor, Frau Pastor*?
- capitalize other proper nouns?
- recognized quotation marks and is beginning to apply their use?
- begin a sentence with a capital letter and end the sentence with a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?

 Checklists

Develop a checklist based on the Focus for Assessment criteria and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 Conferences

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to work samples available.

 Work Samples

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

SAMPLE RESOURCES

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

Discourse Features

Students will be able to:

6.1.5 use basic German discourse features in oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are asked to use appropriate German phrases at appropriate times. Model phrases needed for the subject or event (e.g., for an interview with Grade 4 students). “How do you introduce yourself?” *Hallo, ich heiÙe Tom und ich bin in der dritten Klasse.* Say “thank you” at the end of the interview, *Danke für deine Aufmerksamkeit. Auf Wiedersehen.*
- Students keep an “expression” list in the back of their word/spelling/dictionary booklet. Three to four expressions are recorded and practised per week. Students use their books to have a partner quiz them.
- A page of a story is photocopied. Students highlight the name of each character in a different colour. Then they find other discourse markers relating to those characters (e.g., pronouns, possessives, etc.), and highlight them in designated colours.

(continued)

Discourse Features*Students will be able to:***6.1.5** use basic German discourse features in oral, written, and visual texts. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features orally?
- recognize and use basic discourse features in written and visual texts?

 Checklists

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and date all observations.

 Anecdotal Records

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

SAMPLE **RESOURCES**

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

Listening

Students will be able to:

6.2.1 listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class develops a list of functional phrases of common expressions to be used in class.
- Students shake hands at end of the day with an appropriate leave-taking message and say something about the day.
- Students play Simon Says, responding to a series of instructions that students perform.
- Give students graph paper marked with an X to indicate where they are to begin. Students must listen carefully and follow the instructions, drawing lines, etc., as they are told. After this has been modelled, students create their own series of instructions that can be given to the class or shared with a partner.
- Students listen to a poem or brief passage that is read only twice. Students must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.
- Use the Listen-Think-Pair-Share strategy. Students:
 - listen to a short oral presentation such as a video, lecture, or discussion.
 - think individually and make a list, map, or diagram of ideas in the presentation
 - pair to add to the ideas generated individually
 - share responses with the whole group
- Students listen carefully in order to follow specific directions. Some examples include:
 - creating a simple folded paper object
 - playing a new game
 - organizing a centre
 - giving a visitor directions to the office
- Once students are familiar with daily calendar activities, they listen to a weather forecast on a German radio station to determine what to wear the next day. Students can draw and label their clothing choices and write simple sentences.
- After watching a video, students create pictures to illustrate key points or to answer a question posed by the teacher.

Listening

Students will be able to:

- 6.2.1** listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- show complete comprehension through oral, visual and/or written methods?
- recognize key words in a presentation and use them to begin formulating an understanding?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Meet with students to check on their understanding of key information they have heard.

 Response Journals/Reflection Logs

Students record entries in a learning log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

SAMPLE RESOURCES

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

Speaking

Students will be able to:

6.2.2 produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students play “*Omas Schatzkiste*.” A student starts “*In Omas Kiste finde ich _____.*” The next student repeats what the previous student said and adds his own idea. It goes on and on.
- Speaking to a partner or the whole class, students talk about familiar topics such as their weekend, family, siblings, friends, etc. A timer is set for one minute and the students can say as much as they want about the topic to fill in the entire minute.
- Students brainstorm ideas on a familiar topic.
- One student begins to tell an oral story by supplying the first sentence. Students in turn provide sentences until the story is completed. Stories may be recorded and then played back and shared.
- A box of familiar objects is prepared. Students are in groups and pick an item out of the box. They are then asked to say as many things about it as they can to each other. After one minute each group shares what they have said. The group with the most statements wins.
- Students play *20 Questions* about a secret item.
- The Student of the Week gives a short presentation. Students ask questions using the 6W questions.

(continued)

Speaking

Students will be able to:

- 6.2.2** produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- respond to a question without hesitation?
- volunteer to share ideas?
- ask questions?
- produce more than three sentences without guidance?
- produce more than three sentences with guidance?
- require prompting to produce?
- show confidence in subject matter?

 Checklists

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

 Anecdotal Records

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review should be done to note progress over time.

SAMPLE RESOURCES

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

Reading

Students will be able to:

6.2.3 read and understand a series of interrelated ideas on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a social studies topic, students copy a Cloze text off the board to reinforce comprehension and promote discussion. Vocabulary choices are given.
- Cut up a story or poem in parts for sequencing—beginning, middle, and end, sentence patterns, etc. This can also be an assessment.
- Students work with Read-Aloud and Choral Reading strategies.
- Students work on putting together a familiar story or topic from sentence strips. If applicable, they discuss which strip does not fit.
- Invite students to read and comprehend a daily morning message written on the black/white board. The content of the messages can vary to include humour, information, and interesting facts.
- Provide students with sentence strips on a familiar theme that they have to sequence to create a short and simple paragraph.
- Invite students to share personal experiences and opinions to contribute to class language experience charts. These charts are posted in the classroom.
- After reading a text that has minor or major points blanked out, initiate conversations with the students about the cueing systems and comprehension strategies they used to make meaning out of the remaining text.

Reading*Students will be able to:***6.2.3** read and understand a series of interrelated ideas on a familiar topic. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- read and understand a series of sentences in German on a familiar topic in structured situations?
- read and understand a short text in German on a familiar topic in structured situations?

 Checklists

Develop a checklist based on the Focus for Assessment.

 Conferences

Conference with the students using a variety of short text and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 Work Samples

Students provide samples of their work (e.g., sentence strips sequenced correctly).

SAMPLE **RESOURCES**

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

Writing

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are asked to record three or four sentences a day in a journal. Familiar and topic-specific words are displayed in the environment.
- After brainstorming, webbing, or using any other organizational tool, students compose a brief paragraph about the topic.
- Students write a patterned story by using their favourite repetitive pattern text to create their own texts (following the model presented).
- After students have made an oral presentation, they record their ideas in a journal.
- After a presentation on how to make a craft or follow a recipe, help students rehearse and write the directions. Students may also write the directions to play a simple game.
- Following step-by-step directions, students make a simple craft item. With a vocabulary list on the board, students write the directions, creating a paragraph. This is an opportunity to introduce transition words (*zuerst, dann, danach, zuletzt*).

Writing

Students will be able to:

- 6.2.4** produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- write more than three sentences without guided assistance?
- write more than three sentences with guided assistance?
- show confidence when expressing his/herself in written form?
- require assistance to produce any written text?
- seek assistance or use other resources when producing written work?
- complete sentence frames?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of observations.

 Rubrics

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

 Student Work

Students provide completed projects (e.g., patterned stories, recipe instructions, costume projects, etc.).

SAMPLE RESOURCES

- Deutschmobil 2 workbook

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

3

Specific
Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple events and/or representations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at pictures, story cover, etc., and discuss what they see, who is in the story, what is the story about, etc. Use authentic materials to show in class.
- Provide posters of German events and initiate a discussion about their significance.
- Students look at a wordless picture book for two minutes and then close it. They then list as many items as possible based on their ability to recall details.
- Students view a video and read a book following the same plot (e.g., *Aschenputtel*—Cinderella).

Viewing

Students will be able to:

6.2.5 view and understand simple events and/or representations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use visual cues to form an understanding after viewing?
- show comprehension through representation?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

 Response Journals/Reflection Logs

After viewing the video *Aschenputtel* and reading the text version of *Aschenputtel*, students write about what they liked the most about each.

SAMPLE RESOURCES

- Mitgutsch, Ali. *Das Riesenbilderbuch*. Ravensburger Verlag. 1980. ISBN 3-473-30600-2

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

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read a language and age appropriate story. They then draw pictures of the story on an overhead transparency and use the pictures to share the story with others.
- Students create an Advent calendar with symbols that represent a message that is personal to the student. They explain their representations to the class or group.
- Students use a Venn diagram to compare two characters in a story.
- Students listen to a story and later draw pictures to show the events in sequence.
- Students present a picture collage about themselves or another topic.
- Students use a camera and take pictures of events at school to create a class memory book. In groups, students prepare simple captions to accompany the photos.
- Students use a computer-paint program to create a representation of a text or event.
- Students make a video about their school community. They prepare a simple script to accompany the video.
- Students create a miniature community, using shoeboxes to represent buildings.
- Students present a map of their room, house, school, or classroom (math mapping unit).
- Students work in groups to represent the same piece of text in different ways. Each group may choose one way to present the same information. Groups share their representations with the rest of the class.
- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, Webs, Mind Maps, Herringbone, and Concept Frames (see Appendix D). Then encourage the students to use a variety of forms throughout the year.
- Students partner with Grade 6 students to observe work on a *PowerPoint* presentation.
- Students draw and label a map of their bedroom, home, school, or classroom. Students share their maps with one another practising possessive pronouns (e.g., *Mein Bett. Mein Schrank*).

Representing

Students will be able to:

- 6.2.6** use a variety of forms to create representations of ideas, events, and information.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- capture the main ideas in his/her representation?
- in addition to the main ideas, include other relevant details?
- use a variety of forms to represent ideas, information, or events without guidance?
- use a variety of forms with guidance?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Record the context and date all observations.

 Portfolios

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

SAMPLE RESOURCES

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

Register

Students will be able to:

- 6.3.1** recognize that some topics, words, or intonations are inappropriate in certain texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use Readers' Theatre to present stories they have read in class.
- Invite German senior citizens or grandparents to visit the class. Precede the visit by modelling and discussing respectful language and encouraging students to use respectful language when interacting.
- While writing a text students are reminded to remain focused on the purpose of the text. Give examples of inappropriate texts and words.
- Present pictures of different places in a community (e.g., classroom, gymnasium, church, park, shopping centre, etc.). Students discuss acceptable volume level for discussion. Using the pictures, discuss with students topics which would probably not be discussed in this place.
- Read aloud a number of books that portray people in different situations. Lead a discussion about the language used by the story characters.
- Provide opportunities for students to role-play situations that involve appropriate topics. Role-playing may be done in response to texts that have been heard, read, or viewed. Scenarios may be real or imaginary. Discussion could follow role-plays.
- Students design a mini-poster showing appropriate language and behaviour in a particular context. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a class field trip or guest speaker.
- Students purposely use correct and incorrect intonation and have a discussion on the importance of correct intonation.

Register*Students will be able to:*

- 6.3.1** recognize that some topics, words, or intonations are inappropriate in certain texts. *(continued)*

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

Does the student:

- project voice at an appropriate level?
- remain on topic?
- use proper intonation to reinforce thoughts?
- use intonation to form questions?
- recognize when intonation is being used to present a question?

 Checklists

Use checklists based on Focus for Assessment criteria. Date all observations and note the context.

 Conferences

Keep notes on each student's successes and challenges in adapting language. Share notes with students and, together, make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

 Response Journals/Reflection Logs

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.

SAMPLE **RESOURCES**

General Outcome

6

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

6.3 Sociocultural/
Sociolinguistic
Elements

GRADE

3

Specific
Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use a variety of simple idiomatic expressions as set phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Present a number of idiomatic expressions (see Appendix B). Students, working in small groups, role-play simple situations provided to them by the teacher in which these idiomatic expressions can be practised.

Idiomatic Expressions*Students will be able to:*

- 6.3.2** understand and use a variety of simple idiomatic expressions as set phrases.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use idiomatic expressions in a given setting without assistance?
- use idiomatic expressions in a given setting with assistance?
- use idiomatic expressions as part of their daily conversations?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

 Anecdotal Notes

Record information throughout the year about the students' ability to understand and use simple idiomatic expressions in German.

SAMPLE RESOURCES

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

Variations in Language

Students will be able to:

6.3.3 accept individual differences in speech.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- If possible, invite a speaker, other teachers, or parents at least once a month to the classroom. Seek speakers who present a variety of voices, dialects, and knowledge of the German language.
- Have students buddy-up with students from a younger grade and teach their buddy a song or poem. Then repeat with Grade 6 students. This activity may be reversed, where a Grade 6 student teaches a Grade 3 student a song or poem. Discuss and compare differences in speech.
- Direct a discussion about personal and class experiences regarding observations regarding ways to say words (dialects) or in words themselves (regional differences).
- Students listen to audiotapes of popular German folktales read by various narrators.
- Students listen to stories narrated on the German Internet portal.
- Students listen to weather forecasts on German radio stations.
- Students listen to interviews with German athletes and musicians that are aired on German radio stations and TV stations.

Variations in Language*Students will be able to:***6.3.3** accept individual differences in speech. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- react positively when presented with differences in speech?
- show a desire to understand differences in dialects?
- positively encourage students who may not be as knowledgeable of the language?
- show a desire to improve upon personal weaknesses in language?

 Anecdotal Notes

Observe the students acceptance of differences in speech. Record and date the observations during and soon after the observation. Record what is seen, not what is inferred.

SAMPLE RESOURCES

- Parents, community as a whole
- Bilingual associations
- local radio stations

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

Social Conventions

Students will be able to:

6.3.4 use appropriate oral forms of address for people frequently encountered.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide opportunities for students to role-play situations where different oral forms of address are used for frequently encountered people. Scenarios may be real or imaginary. See suggestions for role-playing below. What would you say to another person to show courtesy when:
 - There is a new student in your class?
 - A visitor in a wheelchair asks directions in the hallway?
 - Your friend wants you to play at recess?
 - Your teacher asks you where your homework is?
 - Your grandmother asks you to help?
- Introduce the concept of formal speech to strangers and out of respect. For example,
 - Informal: *Guten Tag, wie geht es dir?*
 - Formal: *Guten Tag, wie geht es Ihnen?*
 - Informal: *Wie heißt du?*
 - Formal: *Wie heißen Sie?*
- Students generate sentences or dialogues where there might be formal and informal situations. Record informal and provide changes in the formal. Students record. Note changes to verbs as well.

Social Conventions*Students will be able to:*

- 6.3.4** use appropriate oral forms of address for people frequently encountered.
(continued)

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

Does the student:

- address adults formally?
- address classmates informally?
- address guest speakers or visitors such as St. Nicholas, formally and respectfully including their proper title, *Herr, Frau*?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Note the context of the observations. Date all observations.

 Anecdotal Records

Record students' behaviours when addressing people they frequently encounter.

SAMPLE **RESOURCES**

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

Non-verbal Communication

Students will be able to:

6.3.5 recognize that some non-verbal behaviours may be inappropriate in certain contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Present examples of appropriate and inappropriate behaviours:
 - men’s hats are removed when entering a building
 - doors are to be held open for the person following you
 - a greeting is always expected whether entering a store, a bus, passing someone on the street, etc.
 - when entering or leaving a room or group of people, you greet everyone with a handshake
 - addressing an adult outside of the family with “*du*” is extremely inappropriate
 - answering the phone without identifying yourself is considered rude
- Present examples of non-verbal communication in different situations, such as drama presentations, television shows, and commercials. Students identify specific features such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how specific features aid in the presentation. When students have become familiar with non-verbal cues, give them a script to use in practising the cues in pairs or small groups.
- Play video clips with the volume turned off in order to focus on the use of non-verbal cues, being sensitive to the cultural practices and values. With students, discuss how these cues convey feelings, persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.
- Students who have visited in Germany are invited to share experiences with class.
- Invite guest speakers in to share cultural differences.

Non-verbal Communication*Students will be able to:***6.3.5** recognize that some non-verbal behaviours may be inappropriate in certain contexts. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use appropriate non-verbal behaviours?
- use any inappropriate non-verbal behaviours?

 Anecdotal Records

Record examples to show how students applied knowledge of and communicated understanding of appropriate and inappropriate non-verbal behaviour both within and outside of the school context.

 Conferences

Conference with the students to check on their understanding of appropriate and inappropriate nonverbal behaviours.

 Response Journals/Reflection Logs

Have the students write about the difference between appropriate and inappropriate non-verbal behaviours, in certain contexts, based on what they viewed and following the class discussion.

SAMPLE **RESOURCES**

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

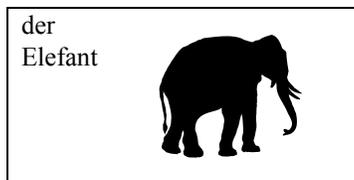
Cognitive

Students will be able to:

- 6.4.1** use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a variety of methods to improve their personal memory banks of common, grade-appropriate words, such as putting them in expression books.
- Visual learners may try to “see” the word in colours or on an imaginary screen.
- Kinesthetic learners may trace the words with a crayon, their finger, or “air” write them.
- Auditory learners may say the word and say the letters quietly out loud.
- Students keep a short list of their most commonly misspelled words in a word-dictionary book.
- Students build their own personal dictionary.
- Students always record nouns with their article in their word books.
- Since German nouns each have a specific article, students are asked to make an association of that word to another previously learned word with the same article (e.g., the *der* model word is *Elefant*; the new word is *der Hund*.). Students picture the dog on the elephant’s back to help remember *der Hund*.



- A school-wide decision is made to consistently colour code articles and nouns—on all flashcards, charts, overheads, etc. For example,
 - der* (masculine)—blue
 - die* (feminine)—red
 - das* (neuter)—yellow or green.

Cognitive

Students will be able to:

- 6.4.1** use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g. make personal dictionaries, experiment with various elements of the language). *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple cognitive strategies with guidance?
- use a variety of simple cognitive strategies independently?
- does the student make contributions to personal dictionary?
- does the student use reference material ?
- use graphic organizers?
- group together sets of things (vocabulary/structures) with similar characteristics?
- associate new words with familiar ones?

Checklists

Using a list of cognitive language learning strategies, keep a list of strategies used with guidance or independently and track some for frequency.

Portfolios and Conferences

Students can select pieces where organizers were used or language patterns tracked, etc. Conference with students, reinforcing good use of strategies and encouraging the use of new strategies.

Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see samples in Appendix E).

SAMPLE RESOURCES

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

Metacognitive

Students will be able to:

6.4.2 use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual metacognitive strategies that were used.

- Students maintain a writing folder and are given the opportunity to reflect on their writing.
- Encourage students to plan their tasks or project. Initially, model how this can be done in a sequential way.
- Prior to using a graphic organizer (see Appendix D), review with the students how the organizer assists in grouping thoughts, ideas, and concepts.
- Students maintain a Learning Log of new words and phrases they learned that week.

Metacognitive*Students will be able to:*

- 6.4.2** use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g. decide in advance to attend to the learning task).
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- make plans how to attend to a task or project?
- reflect on tasks?
- self-assess their performance?
- monitor their own speech and writing to check for persistent errors?
- rehearse or role-play language?

 Anecdotal Records

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their own needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. Date the information gathered and use it to enhance or modify future instruction.

 Conferences

Conference with students to share observations and to invite them to share their personal reflections on their progress as a German-language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback in progress.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE RESOURCES

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

Social/Affective

Students will be able to:

6.4.3 use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual social/affective strategies that were used.

- Provide opportunities to frequently make contributions to students' personal CD with favourite songs, poems, and stories.
- Provide opportunities for students to work in small groups and with a variety of partners.
- Provide opportunities for students to converse with more experienced speakers. This can be done by inviting guest speakers or buddying up with an older class.

Social/Affective*Students will be able to:*

- 6.4.3** use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- interact with others?
- participate in shared rewriting activities?
- ask others for help?
- work co-operatively with others?
- understand that making mistakes is a natural part of the learning experience?
- take risks with unfamiliar tasks?
- make use of new words or expressions in conversation?
- reread texts to enhance understanding?

 Checklists

Create checklists based on Focus for Assessment criteria.

 Anecdotal Records

When students are working on assigned tasks such as a newspaper assignment, note the extent to which they:

- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

 Portfolios

Students' interviews with experienced speakers may be recorded for more detailed observations or for review with students during conferencing.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE RESOURCES

General Outcome

6

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

6.5 Language Use Strategies

GRADE

3

Specific Outcome

Interactive

Students will be able to:

6.5.1 use a variety of simple interactive strategies with guidance (e.g., ask for clarification or repetition when they do not understand).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interactive strategies that were used.

- Model phrases that indicate the message was not understood (e.g., “*Wie bitte?*” “*Ich verstehe das nicht.*”). Post these key phrases on a poster.
- Model, using non-verbal cues (e.g., drama, pantomime, pictures, sketches), to confirm understanding.
- Students role-play with partners situations that require clarification.

Interactive

Students will be able to:

- 6.5.1** use a variety of simple interactive strategies with guidance (e.g. ask for clarification or repetition when they do not understand). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- indicate a lack of understanding?
- ask for clarification?
- realize when their message has not been understood?
- attempt a different tactic?
- use a simpler word similar to the concept to what they want to convey?

 Checklists

Develop checklists based on Focus for Assessment questions above.

 Anecdotal Records

Record phrases used to self-correct, note areas that require greater effort, and provide feedback for student-based checklists.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E for sample self-assessment tools).

SAMPLE RESOURCES

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

Interpretive

Students will be able to:

6.5.2 use a variety of simple interpretive strategies with guidance (e.g., determine the purpose of listening, listen or look for key words).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interpretive strategies that were used.

- Encourage students to use a highlighter to focus on key or new words.
- Before reading, listening, and viewing, review key words or phrases that will assist students in comprehending the text.
- While watching a German video or while listening to a presentation, students are asked to take notes on key words and facts. These notes then become the basis for a student-led question period, using the notes taken by the students on the video, presentation, etc. Students are expected to have the correct answer. Each student prepares multiple questions.
- Before reading to students, walk through the illustrations and allow for students to make predictions. Record the predictions. Looking a second time, discuss with students which predictions are possible. Students read the story and assess predictions.

Interpretive*Students will be able to:*

- 6.5.2** use a variety of simple interpretive strategies with guidance (e.g. determine the purpose of listening, listen or look for key words). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use visuals to aid reading comprehension?
- use visual supports, intonation and gestures to aid comprehension?
- make predictions about what they expect to hear or read based on prior knowledge and personal experience?
- listen or look for key words?
- determine the purpose of listening?
- use knowledge of the sound-symbol system to aid reading comprehension?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

 Anecdotal Records

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if the students can demonstrate understanding of what was read.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E).

SAMPLE RESOURCES

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

Productive

Students will be able to:

6.5.3 use a variety of simple productive strategies with guidance (e.g., use illustrations to provide detail when producing their own texts).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual productive strategies that were used.

- Provide students with a guide for self-editing.
- Provide students with accessibility to various dictionaries and resource materials in the classroom.
- Provide a print-rich environment with Word Walls, thematic posters, frequently used vocabulary, adjective and adverb lists, etc., which students refer to.
- Students use Internet dictionaries for translations of simple words.
- Invite students to assist in drafting a guide for editing written work. Students then use the editing guide to edit their own or their peer's written work.
- Using a patterned or repetitive story as a model, students write their own story.

Productive*Students will be able to:***6.5.3** use a variety of simple productive strategies with guidance (e.g. use illustrations to provide detail when producing their own texts). *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- mimic what the teacher says?
- use non-verbal means to communicate?
- copy what others say or write?
- use words in the immediate environment?
- use resources to increase vocabulary?
- use resources to correct texts?
- use familiar repetitive patterns from stories, songs, poems or media?
- use illustrations to provide detail when producing their own texts?
- use knowledge of sentence patterns to form new sentences?
- attempt to revise and correct final version of text?

 Checklist

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

 Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E).

SAMPLE **RESOURCES**

- www.leo.org

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

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual cognitive strategies that were used.

- Students brainstorm ways to enhance learning. For example,
 - check environment for clues
 - write down task
 - highlight key words
 - rephrase task
 - use contextual clues
- Provide opportunities for students to cluster ideas after brainstorming a topic. Initially this can be modelled or guided by the teacher.
- With students, use graphic organizers when developing understanding of a concept. These are posted as a reference for students to use.
- With teacher guidance, students generate simple questions to guide their research on an animal of their choice.

Cognitive

Students will be able to:

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of simple cognitive strategies with guidance?
- use a variety of simple cognitive strategies independently?
- use graphic organizers effectively?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation. Note to what extent students are able to use simple cognitive strategies independently and which strategies require guidance.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E).

SAMPLE RESOURCES

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

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students identify the actual metacognitive strategies that were used.

- While working in groups, students set goals as to what they would like to accomplish in a set period of time.
- Encourage students to participate in a variety of activities that allow them to reflect on and realize their growth in language learning (e.g., formal spelling programs with pre-test and post-tests, Learning Logs, Reading Logs, genre graphs, goal-setting, and reflection activities).
- Invite students to contribute their ideas when creating class charts (e.g., what a good reader and writer does).

Metacognitive*Students will be able to:***6.6.2** use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task). *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reflect on learning tasks with guidance?
- realize their efforts can affect their learning?
- make a plan how to approach a task?
- identify their own needs and interests?
- manage the physical environment in which they work?
- keep a learning journal, diary, or log?
- decide to attend to a learning task?

 Checklists

Develop checklists based on the Focus for Assessment criteria.

 Self-Assessment/Self-Reflection

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assessment in English on occasion in order for students to express their thoughts clearly and concisely.

Alternatively, students can use a simple list of strategies for tracking usage and frequency.

SAMPLE RESOURCES

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

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning (e.g., participate in co-operative group learning tasks).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual social/affective strategies that were used.

- Provide many opportunities for students to work in different group activities. Before the group activity begins, lead a discussion and generate a list of jobs and phrases that can be used in a cooperative group setting. For example,
 - *gut gemacht*
 - *lass uns weiter arbeiten*
 - *Schreiber*
- Explain the purpose and use of a daily organizer. Students will:
 - record required information
 - check daily organizer for assignments due, etc.
 - plan for movement of daily organizer and required materials between school and home
 - do the task
- When students are working in pairs, model for the pair how they can encourage each other or point out others where one student encourages another. Using heterogeneous groups would be helpful in this situation.
- Students write thank-you notes to others who have helped them. Those who are less willing to seek help may observe how students help each other.
- Invite students to brainstorm words and phrases that would assist them to work co-operatively with other students. Post these phrases in the classroom for future reference.

Social/Affective*Students will be able to:*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., participate in co-operative group learning tasks). *(continued)*

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

Does the student:

- watch others' actions and copy them?
- seek help from others?
- participate actively in co-operative group learning activities?
- show willingness to take risks and try unfamiliar tasks and approaches?
- provide support strategies for others to persevere?

 Checklist

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of observations.

 Rubrics

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

 Anecdotal Records

Observe students as they work in co-operative groups to solve problems or complete assigned tasks. Target your observation by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

 Conferences

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE **RESOURCES**

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

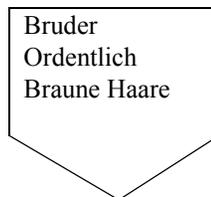
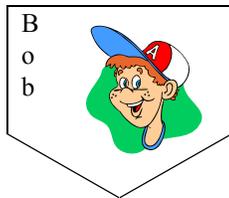
Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

- 7.1.1** recognize and appreciate various elements of the cultures of German-speaking peoples.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Social Studies—Focus on Special Community Customs: Students bring in something special to discuss, such as family artifacts related to Christmas. Questions for presentation could include:
 - what it is
 - how long has this been a tradition or custom in our family
 - what happens
 - where it comes from
- At the beginning of the year, students make a banner about themselves. These banners are hung on a line across the classroom. One side has a picture and name, and the reverse side has descriptive words.



- From the social studies topic on special communities, a chart on cultural expressions is completed in German (see sample chart below).

	Deutschland	China	
Essen			
Kleidung			
Freizeit (Tanz, Musik) Sport			
Feiertage			
Sonst noch etwas			

(continued)

Valuing German Language and the Cultures of German-speaking Peoples*Students will be able to:*

- 7.1.1** recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an appreciation of the German culture in their life?
- appreciate other cultural influences?
- verbalize cultural influences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among the class to observe behaviours. Each observation is dated.

 Self-Assessment

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Guide the students by providing prompts.

 Response Journals/Reflection Logs

After each activity, students record personal reflections in a journal. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.

SAMPLE RESOURCES

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

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students participate in German Immersion day or special event day by:
 - spending all day speaking German
 - bringing in German-speaking parents to read or sing
 - having a lunch movie in German
 - having German sausage lunch
- Students in school receive a shoe full of goodies on December 6, *Nikolaustag*. Discuss this and other traditions, holidays, or celebrations with the students.

GRADE

3

Specific
Outcome

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 understand the personal significance of a bilingual/multicultural education.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead a discussion about why it is important to learn about other cultures. What things do other cultures contribute?
 - values
 - food
 - sports
 - music, musicians,
 - stories and poems
 - movies
 - art and artists
- Students are encouraged to identify and share experiences about what they have learned about their culture as a result of their bilingual learning.
- Students discuss why it is important to know more than one language. Elicit anecdotes in which students communicated with someone who did not speak German.
- Students create a family tree with the help of their parents, indicating the family's connections to other countries.

Valuing Bilingualism/Multiculturalism*Students will be able to:*

- 7.1.2** understand the personal significance of a bilingual/multicultural education.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- verbalize the significance of cultural differences?

 Self-Assessment

Students include completed projects along with their self-assessment checklists in their portfolios. Students reflect on the process and make suggestions for future work.

SAMPLE RESOURCES

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

Historical Elements

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read stories about St. Martinstag, learn the song *Laterne, Laterne*, and make their own lanterns. Then, they participate in a walk through the school with their lanterns and tell the story to other classes.
- Parents plan an Oktoberfest community dinner with *Bratwurst* and *Strudel*.
- Students work on an ABC *Weihnachtsbuch*. They use a half/half notebook to record thematic sentences and draw their own pictures to match the sentences. Sentences may be class-generated, teacher-directed poems, tongue twisters, or something they want to do on their own—a mix of historical and contemporary elements.

V Viele freundliche Vögel feiern Weihnachten in vier vollgepackten Vögelhäusern.
P Papa, Paula und Peter backen Plätzchen und Pfefferkuchen.
X Max aus Xanten spielt “Stille Nacht” auf dem Xylophon. Axel und Alexa singen mit.
Z Zu Weihnachten fahren zehn Ziegen mit dem Zug zum Zoo und schenken den Zebras zarte Zuckerplätzchen.
- Students learn one or more *St. Nikolaus* poems. They recite them as a choral speech at assembly or to another class. Students discuss the various cultural aspects of the poems, such as *die Rute*.
- Students have a dress-up day for Karnival. The class discusses the customs that take place. Students write and draw about their costumes using pattern sentences.
- Students learn to use appropriate greetings or wishes for various events.
 - *Frohe Weihnachten*
 - *Herzlichen Glückwunsch Zum Geburtstag*
 - *Frohe Ostern*, etc.
- Students are involved in writing cards and invitations for various holidays.
- Students write about Christmas traditions in their families. Then, they read about Christmas traditions in other countries and write a paragraph or two about them.

Historical Elements*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize traditional holidays in the German culture?
- recognize any historical German authors and state a few facts about their work or personal life?
- recognize any historical German authors, musicians, visual artists, performing artists?
- participate willingly in cultural activities?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how students participate in activities and experiences that reflect traditional elements of the German language and culture. The context of all the observations are included in notes.

 Self-Assessment

Students complete a self-reflection following involvement in a traditional German activity. Respond to students' self-reflections with positive feedback.

 Conferences

Conference with the students to discuss and provide feedback regarding their participation and experiences in traditional German language and cultural activities.

SAMPLE RESOURCES

- Deutschemobil 2

General Outcome

7

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

7.2 German Culture

GRADE

3

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of German culture (see example above).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students bring in postcards, magazines, flyers, etc., from Germany for sharing, comparing, and discussion.
- Students view and compare children's TV from Germany or in German (*Sesame Street*) and compare and discuss.
- Read parts of an old-fashioned fairy tale and a modern version of the same fairy tale. Students discuss and compare the two versions.
- Students email someone in Germany and share what they do on a daily basis. Students report back to class.
- Students research different kinds of bread and baking in Germany (or other countries). They create posters and attach a recipe. They draw and label the ingredients.

Contemporary Elements*Students will be able to:*

- 7.2.2** participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize contemporary elements of the German language and culture?
- participate willingly in cultural activities and experiences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how students participate in activities and experiences that reflect contemporary elements of the German language and culture. The context of all the observations is included in notes.

 Response Journals/Reflection Logs

Students complete a self-reflection following involvement in a contemporary German activity. Respond to students' self-reflections with positive feedback.

 Conferences

Conference with students to discuss and provide feedback regarding students' participation and experiences in contemporary German language and cultural activities.

SAMPLE RESOURCES

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

Diversity

Students will be able to:

7.2.3 identify diverse elements of German culture in school and/or local community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students recall from personal experiences how the German culture is different or the same as their Canadian culture. They compare and contrast elements of the two cultures. For example,
 - clothes
 - homes
- Students share sample traditional German foods for a special event. They discuss the differences and similarities.
- When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents to determine how they celebrated Christmas or Easter when they were young. Students share the information they receive with their classmates.
- Students are assigned the task of finding articles with labels that read “Made in Germany” and items that are traditionally considered to be made in Germany (e.g., Cuckoo clock but made in Japan or China). They then compare and contrast similar contemporary items, including cost.

Diversity*Students will be able to:*

- 7.2.3** identify diverse elements of German culture in school and/or local community.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- clearly identify elements of German cultures?
- actively participate in activities representing German culture?
- clearly characterize specific elements of German culture?
- show an understanding and appreciation for diversity in German culture in the school or local community?

 Checklists

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

 Anecdotal Records

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 Response Journals/Reflection Logs

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the German language and culture.

SAMPLE RESOURCES

General Outcome

7

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

7.2 German Culture

GRADE

3

Specific Outcome

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the changing needs of people.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite guests from the community, such as a German-speaking grandparent, to discuss the lifestyles of people in the past. Create a Venn diagram to compare and contrast lifestyles today with lifestyles in the past.
- Students make sketches to illustrate scenes from the lives of people in the past. Students work in groups to share their sketches with classmates. Discussions centre on how people's actions and lifestyles change to accommodate changing needs.

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the changing needs of people. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify how people's actions and lifestyles change over time?

 Checklists

Develop checklists based on students' ability to identify how people's actions and lifestyles change to accommodate their changing needs. Date and record the context of the observations.

 Anecdotal Records

Record examples of how the students identified people's actions and lifestyle changes to accommodate changing needs. Date and record the context of the observations.

 Conferences

Conference with students to determine their skill in identifying how people's actions and lifestyle changes to accommodate changing needs. Provide feedback and guidance.

 Quick Check

To assess student comprehension of a discussion or changes, use a quick check to determine whether students were able to identify people's actions and lifestyle changes to accommodate changing needs. Make sure to prepare clear statements before conducting the quick check, such as left thumb up if this was done only in the past, and right thumb up if it is only done today. Discussion can ensue as to why changes occurred.

SAMPLE RESOURCES

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

Valuing Diversity

Students will be able to:

- 7.3.1** explore diversity in the classroom, school, and local community, and reflect on its personal significance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Because I am a *special person*, I do things differently. Students share with the class an individual holiday custom or tradition in their family. They bring in items to discuss (e.g., a picture, a decoration).
Weihnachten essen wir Ente und Rotkohl. Bei uns essen wir Truthahn mit _____. Unsere Geschenke bekommen wir am 24. Dezember. Ich war in der Kirche. Ich war bei Oma.
- Data Management: Students complete a survey and a graph to show diversity. For example,
Was machst du in deiner Freizeit?
 - *liest du deutsche Bücher?*
 - *siehst du deutsche Filme oder Fernsehprogramme?*
 - *hörst du deutsches Radio?*
 - *treibst du Sport? Welche Sportarten?*
 - *kochst du deutsche Rezepte?*
 They share the data with the class.
- Lead the class in a discussion of how students' families celebrate a special event such as birthdays, Christmas, Easter, etc. As students share their family traditions, note these on chart paper.
- With students, explore similarities and differences within the classroom or school through surveying students.
- With students, explore diversity in a community through a comparison of the local community with another community.
- Each student within a small group uses a labelled card that describes various traditions that her or his family celebrates every year. The student places the card in the centre of the group if it is true for all in the group, or places the card in another spot if it is true for one individual. Debrief this activity with the class.
- With students, use a Venn diagram to help them recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between themselves and their classmates.

Valuing Diversity*Students will be able to:***7.3.1** explore diversity in the classroom, school and local community, and reflect on its personal significance. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore differences between himself/herself and others?
- reflect on how differences affect him/her?
- demonstrate understanding and appreciation for diversity?

 Checklists

Create checklists to determine the students' developing skills in exploring diversity and in reflecting on its significance to them. Provide positive feedback and suggestions to students.

 Pair Conferences

Conference with a pair of students to determine and discuss results of the Venn diagram they created. Provide feedback and suggestions.

 Response Journals/Reflection Logs

Respond to students' dialogue journals to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

 Self-Reflections

Review students' self-reflections to determine if their comments coincide with actual behaviours.

SAMPLE RESOURCES

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

Valuing Similarity

Students will be able to:

7.3.2 explore similarities in the classroom, school, and local community, and reflect on their personal significance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When sharing results with the class, students draw or write down five things they do on holidays. They categorize their activities into *same* or *different*. Students mention one of each.
- After the previous activity, students interview a number of people until they find one person who celebrates in the same way they do. Exchange partners after one minute. They then discuss the similarities and differences in their celebrations.

dieselben Traditionen	andere Traditionen
--------------------------	-----------------------

- With students, use a Venn diagram to help recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between themselves and their classmates.
- Read a book about a traditional German Christmas. Students discuss which of the traditions are still practised today.

OR

Students read a story of a current German, Swiss, or Austrian family celebrating Christmas. Students discuss what some of the similarities are between this family and their own.

- With student input, compare students' daily lives with the lives of people they have encountered in their immediate community. The similarities and differences may be recorded on graphic organizers such as the Venn diagram—focusing on the similarities.
- Invite a guest speaker from the community, such as a bus driver, to speak to the students. Create a Venn diagram with students to compare and contrast the daily life of the guest speaker and their own. A discussion would then centre on similarities between members of the community and its significance to themselves.
- Encourage students to participate in or attend multicultural celebrations and concerts either during or after school hours. Students report back to their classmates about their experiences.

Valuing Similarity*Students will be able to:***7.3.2** explore similarities in the classroom, school and local community and reflect on their personal significance. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore similarities between himself or herself and others?
- reflect on how similarities affect him or her?
- demonstrate understanding and appreciation for unity and diversity?

 Checklists

Create checklists to determine the students' developing skills in exploring diversity and in reflecting on its significance to themselves. This data can be used for conferencing.

 Anecdotal Records

While observing discussions, note and record the comparisons the students make between their lives and those portrayed by members of the immediate community. Date and record the context of observations.

 Response Journals/Reflection Logs

Respond to the students' dialogue journals to provide positive feedback and support in regard to their reflections on the activity and its significance to them.

 Conferences

Conference with students to discuss the results of the Venn diagram and its significance to them. Provide feedback and suggestions.

SAMPLE RESOURCES

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

Contributing to Community

Students will be able to:

7.3.3 participate co-operatively in daily classroom duties, and support peers and classmates.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Groups of students make posters in German for classroom rules. For example,
 1. *Augen nach vorne*
 2. *Füße still*
 3. *Mund zu*
 4. *Hände still*
- Students can verbalize and demonstrate the above. They use a checklist for the group activity, cooperative learning model.
 - *Heute habe ich zugehört*
 - *Ich habe mitgearbeitet*
 - *Ich habe geholfen.*
- Students do a self-evaluation after a task or group time.

Ich habe $\left. \begin{array}{l} \textit{sehr gut} \\ \textit{gut} \\ \textit{schlecht} \\ \textit{nicht so gut} \end{array} \right\}$ *gearbeitet*

- Class leaders take turns being responsible for various tasks on a daily basis.
- Lead students in a discussion about the roles and responsibilities students in Grade 3 might have at home and at school. Student contributions are recorded on white/black board. Students create a web using the words and phrases recorded by the teacher, showing at least five responsibilities they have at home and at school.
- Students are encouraged to keep a tidy atmosphere in the classroom by picking up paper scraps, etc.

Contributing to Community*Students will be able to:***7.3.3** participate cooperatively in daily classroom duties, and support peers and classmates. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- show respect for his/her school community?
- participate responsibly in the classroom community?
- cooperate during group work?
- demonstrate understanding of the roles and responsibilities of self and group members?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. Use this data for conferencing with students.

 Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German

 Self-Assessment

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or Learning Logs.

 Quick Check

Use a quick check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick checks may be used when time does not permit using an extended checklist.

SAMPLE RESOURCES

- *German Blackline Masters*
- *Success for All Learners* (Manitoba Education and Training, 1996)

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

Responsible Citizenship

Students will be able to:

7.4.1 recognize that growing up involves making decisions and accepting consequences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Develop a theme on punctuality (e.g., When and where do you have to be on time? What are the consequences if you are late—catching bus, school, recess?). Students create mini-posters using illustrations and simple sentences to promote the theme.
- In correlation with health, students list foods that make bodies healthy according to the *Canada Food Guide*. Students study the lunch they have for that day to see if they have a healthy, balanced diet.
- Invite students to provide input in establishing classroom rules and consequences for not following the established rules. The rules are written in German using short, simple sentences and posted in the classroom.
- Record students' responses on the white/black board during a class-sharing session on decision making. Students share situations in which they made good choices and situations in which they made bad choices. In their journals or Learning Logs, students record three of these situations.
- Lead a discussion on acceptable and expected behaviour when commuting down hallways or using common areas (e.g., bathrooms, fountains, lunchrooms, etc.)

Responsible Citizenship*Students will be able to:*

- 7.4.1** recognize that growing up involves making decisions and accepting consequences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- show a willingness to accept responsibility for his/her actions and behaviour?
- recognize that decision making is an important part of growing up?

 Checklist

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision making and choices.

 Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

 Self-Assessment

Students complete self-assessments that indicate their ability to make decisions and their willingness to accept responsibility for their actions and behaviours.

 Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German

SAMPLE RESOURCES

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

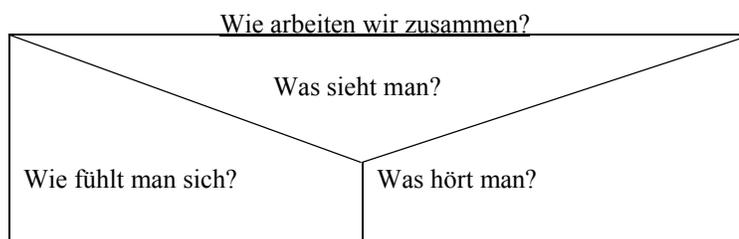
Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As you introduce group work at the beginning of the year, students brainstorm strategies that they know contribute to cooperative and collaborative group work. Pose the question, “*Wie sieht gute Gruppenarbeit aus?*” Record student responses in German and post guidelines based on this discussion in the classroom for reference. Some suggested guidelines include:
 - wir wechseln uns ab*
 - wir sprechen leise*
 - wir hören höflich zu*
 - wir bleiben in einer Gruppe*
 These guidelines can be used for student self-assessments or peer assessments.
- In correlation with social studies, students do a variety of activities about how people in our community rely on one another (e.g., farmers provide food, police protect us, teachers educate us).
- When discussing the advantages and disadvantages of working with others, invite students to complete a class Y-chart.



- Students make a pro and contra chart regarding group work.

Pro	Contra
Das geht besser in der Gruppe.	Das geht besser alleine.

Interdependence*Students will be able to:***7.4.2** identify the advantages and disadvantages of working collaboratively with a partner or group. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify the advantages of working collaboratively with others?
- identify the disadvantages of working collaboratively with others?
- collaborate during group work?
- demonstrate understanding of group guidelines?
- participate in self-reflection and debriefing?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Use the checklist during small group work to observe behaviours.

 Self-Assessment/Group Assessments

Students complete self-assessments and group assessments at various stages of group work. Criteria for the self-assessments should be based on the guidelines set for collaborative group work at the beginning of the year. These self-assessments may be placed in the students' portfolios.

SAMPLE RESOURCES

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

Intercultural Skills

Students will be able to:

7.4.3 explore ways to resolve interpersonal conflict.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students decide if a situation is a big or small problem.

<p>ein großes Problem</p> <ul style="list-style-type: none"> - ein Unfall - ein Überfall - sich verlaufen  <p>Ich brauche Hilfe!</p>	<p>ein kleines Problem</p> <ul style="list-style-type: none"> - jemand streckt dir die Zunge raus - jemand hänselt dich - jemand schubst dich  <p>Ich werde damit fertig!</p>
<ul style="list-style-type: none"> - Lehrer rufen - Eltern rufen - 911 anrufen - bei einem Block Parent anklopfen 	<ul style="list-style-type: none"> - einfach ignorieren und weitergehen - sagen, was du nicht magst “Vielleicht magst du deine Zunge, aber ich mag sie nicht sehen.” - wenn es öfter passiert noch mal besprechen - dann, wenn es weitergeht, um Hilfe bitten.

- Students pick a person from class for an interview—someone they normally do not play or eat lunch with. The interview consists of questions like:

Was ist dein Lieblingessen?

Welchen Film magst du am liebsten?

They then make a date to play or eat lunch together.

Intercultural Skills*Students will be able to:***7.4.3** explore ways to resolve interpersonal conflict. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore ways to resolve conflict with others?
- show willingness and interest in initiating new relationships?
- demonstrate the willingness and ability to maintain new relationships?

 Checklists

Create checklists based on the Focus for Assessment criteria. Use the checklist during small groups to observe behaviours.

 Conferences

Conference with students to determine their skill in resolving interpersonal conflict, and use this time to discuss strategies in resolving conflict.

SAMPLE RESOURCES

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

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for development, and set personal goals.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In correlation with a discussion about careers, web benefits to speaking and reading German.



- Students brainstorm a list of possible personal goals. Record in German the students' ideas on poster paper and post it in the classroom. Students then write out one short-term goal they want to accomplish.

Zielsetzung—Schülerblatt

Name: _____ Datum: _____
 – Was? _____
 – Bis wann? _____
 – Warum? _____

- Read “Der Regenbogenfisch.” Relate the glitter scale to something one can do well. Create a whole-class rainbow fish with each student making a scale of something he or she does well (e.g., *Ich kann gut malen. Ich kann gut Fußball spielen.*).
- Make individual “accordion style” *Ich kann* books, listing all the things a student can do. Add some goal-setting pages.

Future Opportunities*Students will be able to:*

- 7.4.4** identify personal strengths and areas for development, and set personal goals.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify personal strengths?
- identify personal areas for improvement and/or change?
- set personal goals?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 Self-Assessment

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 Response Journals/Reflection Logs

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goals.

 Conferences

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback suggestions and encouragement.

SAMPLE RESOURCES

- Marcus Pfister, *Der Regenbogenfisch*.