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

Specific Outcome

Express Ideas

Students will be able to

1.1.1 describe and reflect upon personal observations and experiences to reach tentative conclusions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Respond, Discuss, and Draw Conclusions

Have students experience various texts (e.g., Ukrainian posters, cartoons, advertisements, comic strips, stories, media texts, or videos). Students can share their personal responses in various ways. For example,
– discuss, using prompts in Ukrainian provided by the teacher
– sketch their observations and share them with a partner
– write in their journals about their favourite parts, using sentence starters

Have students discuss their responses and draw conclusions about the text.

Extension: After watching a play or school performance, students talk about what was appealing or meaningful to them and draw conclusions about the performance. For example,
– Мені подобалося...
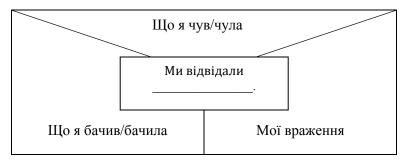– Мені було цікаво...
– Мені найбільше подобалося...

Prediction Chart

Students work in small groups to complete a prediction chart modeled by the teacher before reading a story. They predict what characters may be like or what the plot is by studying pictures in the story. For example,

Зміст	Що я думаю	Що сталося

Y-Chart

Model how to use a Y-chart using a word bank to record and reflect upon personal observations, experiences, and conclusions. Students work in small groups to record their experiences and ideas on a Y-chart as a follow-up to a field trip. For example,

Express Ideas

Students will be able to

1.1.1 describe and reflect upon personal observations and experiences to reach
tentative conclusions *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– describe and reflect upon personal observations and experiences to reach tentative conclusions?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students to discuss their skills in making appropriate observations and drawing conclusions. Provide feedback and encouragement to help students describe and reflect with confidence.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Portfolios**
Have students include in their portfolios assignments, Y-charts, activities, and materials reflecting their personal observations, experiences, and abilities to draw conclusions.

SAMPLE **RESOURCES**

- *Читаймо разом. Чарівні казки.* Haddock, P. Київ: Махаон–Україна, 1999.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Y-chart (see sample blackline master in Appendix D)

General Outcome **1**

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

1.1 Discover and Explore

Specific Outcome

Consider Others' Ideas

Students will be able to

1.1.2 explore connections among a variety of their own and other's insights, ideas, and responses

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Discuss, Paraphrase, and Connect
After looking at a variety of picture books or illustrations about a topic, students discuss the illustrations using a word bank. For example,
– Мені найбільше подобається…
– Ця ілюстрація мені не подобається тому, що…

Students then paraphrase another student's ideas and connect them to their own ideas.

Inside-Outside Circle
Students participate in an inside-outside circle. Invite students to form two circles, one inside the other. Students in the circles turn to face one another. When the music begins, students walk in opposite directions. When the music stops, pose a question or identify a topic and students exchange ideas in Ukrainian using a word bank before the music starts again. For example,
– Яка твоя улюблена пора року?
– Яке твоє улюблене свято?
– Який твій улюблений предмет?

Хобі/Гобі
After reading the story *Гобі/ Хобі*, students prepare survey questions, with teacher guidance, to find out about one another's favourite hobbies. Students survey their classmates or students from another Ukrainian bilingual class in the school. They may use computer software to graph the results of the survey.

Talking Circle
Invite students to share their ideas and opinions on a familiar topic with teacher's support during a talking circle activity. Every student is encouraged to speak, and students are given time to reflect on what others have said.

GRADE
4

Specific
Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 explore connections among a variety of own and other's insights, ideas and responses. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– explore connections among a variety of their own and other's insights, ideas, and responses?
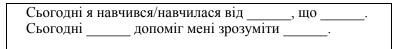
☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore connections among a variety of their own and other's insights, ideas, and responses (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore connections among a variety of their own and other's insights, ideas, and responses. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore connections among a variety of their own and other's insights, ideas and responses (see sample blackline master in Appendix E: Self-Assessment Checklist).

> Сьогодні я навчився/навчилася від _____, що _____.
> Сьогодні _____ допоміг мені зрозуміти _____.

SAMPLE **RESOURCES**

- *Попелюшка.* Київ: Гроно, 1997.
- *Стефан і величезна фасоля.* Koszarycz, H. Edmonton, AB: Alberta Parents for Ukrainian Education Society, 1991.
- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- *Нова 3: Читанка-сходинка. Один день з мого життя.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.

General Outcome **1**

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

1.1 Discover and Explore

Specific Outcome

Experiment with Language

Students will be able to

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes

---

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dramatic Forms

Students look at the list of Ukrainian stories for the week. After reading a story, they make a shadow puppet to express feelings.

Extension: Students, working in small groups, prepare a readers' theatre production of a favourite Ukrainian story, using gestures and voices for effect.

Photo Essay

Students create captions for photographs related to a specific, familiar Ukrainian theme or topic and share their captions with one another. They may also bring personal photographs from home and write a caption.

Alternative Activity: During a field trip, use a digital camera to take pictures that students can use to prepare a photo essay. Working in small groups with teacher's support, students arrange the photographs and write captions to accompany each photograph. They may also include a short, written summary of the field trip.

Personal Timelines

Share a personal timeline of memorable experiences/milestones to serve as a model. Invite students to create personal timelines that depict memorable milestones in their lives. These milestones may be accompanied by personal sketches or photographs.[6] Students present their time lines in class.

News Stories

Model for students how to use 5 Питань (5 Ws) when presenting a story, news item, or information. One student each day will present a retelling of a current news story, incorporating the 5 Ws.

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6. Moline, Steve. *I See What You Mean: Children at Work with Visual Information.* York, ME: Stenhouse, 1995.

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– explore and experiment with a variety of forms of expression for particular personal purposes?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore and experiment with a variety of forms of expression for particular personal purposes. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Снігуронька.* Київ: Школа, 1999.
- *Нова 2: Розповіді для розвитку мови й понять. Книги 1–7.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Нова 2: Розповіді для розвитку мови й понять. Книга 6: Запрошую до себе!* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Звуки», с. 29–41.
- Digital or disposable camera

General Outcome **1**

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

1.1 Discover and Explore

Specific Outcome

Express Preferences

Students will be able to

1.1.4 collect and explain preferences for particular forms of oral, print, visual, and multimedia texts

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Expressing Form Preferences

Using vocabulary reviewed in class to express preferences, students describe their preferred form of a story with teacher's support (e.g., CD-ROM, video, play, book). They explain their preferences (e.g., "I liked the story on the CD-ROM because it was fun to click on the characters.").

Extension: Students sketch their favourite scenes from a text they have heard, viewed, or read. They display their sketches and give simple reasons for why they like the text, using vocabulary reviewed in class.

Share Favourites

Students share favourite Ukrainian stories, using peer conferencing cue cards. They interview one another about their favourite stories and record responses. For example,

Улюблені казки/оповідання		
Ім'я партнера/партнерки	Назва казки/оповідання	Коментарі
1. Яка твоя улюблена українська казка/оповідання?		
2. Чому це твоя улюблена казка/оповідання?		

Personal Logs

Students keep personal records or logs of listening, reading, and viewing experiences. Information in these records or logs may include the date of the experience, the form (e.g., book, magazine, video, computer story, audiotape, oral story), the title and the author, as well as their opinion or rating.

Cartoon or Movies

Students view a short animated cartoon or movie in Ukrainian. Invite them to share what they enjoyed about the cartoon/movie using a word/phrase bank, and record these ideas on poster paper posted in the classroom. Elements such as characters, music, and storyline should be addressed. Use vocabulary and sentence starters. For example,
– Мій улюблений мультфільм _____.
– Мій улюблений персонаж _____.
– Мені подобається цей мультфільм, бо...

Specific Outcome

Express Preferences

Students will be able to

1.1.4 collect and explain preferences for particular forms of oral, print, visual, and multimedia texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– collect and explain preferences for particular forms of oral, print, visual, and multimedia texts?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to collect and explain preferences for particular forms of oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Learning Logs**
Have students reflect on their listening, reading and viewing experiences in their Learning Logs by completing sentence starters with teacher's support. For example,

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Перевірка здатності до читання

Ім'я: _____ Дата: _____

- Цього місяця я прочитав/ла _____ казок/оповідань, _____ часописів (журналів), _____ ком'ютерних текстів.

- Цього місяця я прослухав/ла _____ оповідань або інформаційних повідомлень.

- Цього місяця я подивився/лась _____ художніх або інформаційних передач.

- Найбільше задоволення я отримав/ла від тексту _____ тому що _____

- Цього місяця я поділився/лась _____ текстами.

- Найприємніше мені було ділитися, коли _____ _____

- Того разу мені було дуже приємно ділитися тому, що _____

SAMPLE **RESOURCES**

- *Рукавичка*. Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.
- Video recordings of Ukrainian television programs (e.g., *Контакт* from Toronto)
- Ukrainian newspapers (e.g., *Український голос*, *Українські вісті*, *Гомін України*)

General Outcome **1**

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

1.1 Discover and Explore

Specific Outcome

Set Goals

Students will be able to

1.1.5 identify areas of personal accomplishment in language learning and use

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reflection and Goal-Setting

Following a writing assignment, students reflect on what they did well and identify areas for improvement. For example,

What I Do Well
I indent my paragraphs.

What I Want to Do Better
I'm not sure when to start a new paragraph.

Що я роблю добре
Я починаю новий параграф

Що я хочу робити краще
Я не зовсім розумію, коли починати новий параграф

Readers' Theatre Critique

Students view their own readers' theatre presentation or dialogue presentation on video and then critique what went well and what could be improved (e.g., expression, speed, volume, clarity). Provide a sample checklist. For example,

− Я повинен/повинна голосніше говорити   так   ні
− Я повинен/повинна повільніше/швидше говорити   так   ні

Reading Records Review

Students review their reading records at regular intervals and complete information slips to tell what they have accomplished and to set goals for the future. For example,

Місяць _____
Ім'я _____
1. Цього місяця я прочитав/прочитала ____ книжок / оповідань / поем.   2. Я поділився/поділилася _____ книжками з моїми однокласниками.   3. Наступного місяця я буду читати _____ книжок/ оповідань / поем.   4. Наступного місяця я поділюся з _____.   5. Коли я читаю, я добре вмію ...   6. Я хочу ліпше/краще ...
Учительські коментарі:

(continued)

Specific Outcome

Set Goals

Students will be able to

1.1.5 identify areas of personal accomplishment in language learning and use
(continued)

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

Success Displays
Using vocabulary charts describing the qualities of good learners, readers, and writers, students create and display posters that describe successful readers, writers, and learners.

Coat of Arms
Students draw their own coats of arms that illustrate their personal strengths, skills, and accomplishments as language learners. These are displayed in the classroom. Students share about the symbols used on their individual coats of arms.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify areas of personal accomplishment in language learning and use?

☐ Observation Checklist
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify areas of personal accomplishment in language learning and use (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences
Conduct language learner interviews 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**

- *Нова 4: Діялоги*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome **1**

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

1.2 Clarify and Extend

GRADE **4**

Specific Outcome

Develop Understanding

Students will be able to

1.2.1 connect new information and experiences with prior knowledge to construct meaning in different contexts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Semantic Maps

Model the use of semantic maps in class, using a theme covered in the *Nova 4* dialogues. Students show connections by making a web. Highlight the information they already know with one colour and highlight new knowledge with another colour.

Semantic Maps

KWL Charts

Students work in small groups to complete the K and W sections of a KWL chart at the start of a new thematic unit or research project with teacher's support. As students learn information about their topic or theme, they record this new learning in the L section of the KWL chart. Students are encouraged to reflect on how they connect new information to prior knowledge and experiences.

Що ми знаємо	Що ми хочемо знати	Що ми вивчили

Specific Outcome

Develop Understanding

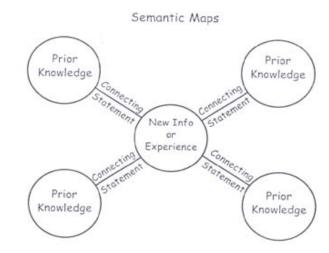*Students will be able to*

1.2.1   connect new information and experiences with prior knowledge to construct meaning in different contexts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
–   connect new information and experiences with prior knowledge to construct meaning in different contexts?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to connect new information and experiences with prior knowledge to construct meaning in different contexts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students to discuss the importance of reflecting on prior knowledge.

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to connect new information and experiences with prior knowledge to construct meaning in different contexts (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- KWL chart (see sample blackline master in Appendix D)

General Outcome *1*

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

1.2 Clarify and Extend

Specific Outcome

Explain Opinions

Students will be able to

1.2.2 express new concepts and understanding in own words

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Word Cards

Students are provided with Ukrainian word cards from the topic or theme they have just covered. They sort these words into categories (e.g., grammatical categories—чоловічий рід, жіночий рід, середній рід, живі/неживі істоти).

Word Wall

Working together, students create a word wall related to a specific topic or theme under study. They brainstorm for words or phrases and record these on labels that they place on a large wall chart.

Creative Expression

Students express their understanding of a topic discussed in class through cartooning, sketching, pantomime, or creating a collage using words and phrases.

Explain Opinions

Students will be able to

1.2.2 express new concepts and understanding in own words *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– express new concepts and understanding in own words?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to express new concepts and understanding in own words (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to express new concepts and understanding in own words. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Portfolios**
Have students include samples of cartoons, sketches, and collages in their portfolios, showing their ability to express new concepts and understanding in own words.

SAMPLE **RESOURCES**

• Teacher-prepared Ukrainian word cards

General Outcome **1**

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

1.2 Clarify and Extend

GRADE
4

Specific Outcome

Combine Ideas

Students will be able to

1.2.3 organize ideas and information in ways that clarify and shape understanding

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cluster Diagrams

After reading the story *На озері* together in class, guide students as they prepare a cluster diagram about water and explore ideas through a poem, picture, or narrative. For example,

У басейні – граємося – хлюп

плаваємо

дощ – падає   легенько

сильно

вода

потоп   у горах

підвал   у річках

у ставках

в холоднім озері

в морі

Fact Frieze

After reading stories about the Inuit (e.g., *Інуїти*, students record information about the Inuit, using pictures and captions). They put these together with teacher's support to form a fact frieze that they display in the classroom.

Story Maps

Model how a story map can be used to organize information from a story. Working in small groups, students prepare a story map on a story they read together in class. The story maps are shared in class.

Combine Ideas

Students will be able to

1.2.3 organize ideas and information in ways that clarify and shape understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– organize ideas and information in ways that clarify and shape understanding?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to organize ideas and information in ways that clarify and shape understanding (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Have students describe their preferred ways to organize ideas and information, and show their successful ways of organizing to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

☐ **Self-Assessment and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to organize ideas and information in ways that clarify and shape understanding. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

SAMPLE **RESOURCES**

- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «На озері», с. 17–19.

- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Інуіти», с. 138–178.

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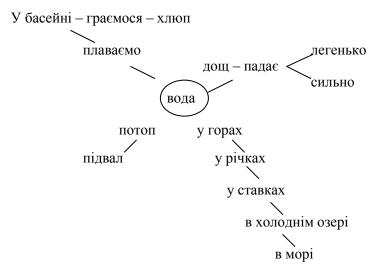
1.2 Clarify and Extend

GRADE
4

Specific Outcome

Extend Understanding

Students will be able to

1.2.4   ask questions to clarify information and develop new understanding

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cultural Questions

When listening to a story about a family in another country, students ask questions about the story. For example,

–   Які там школи?
–   Ким працюють люди?
–   Як діти забавляються?
–   Які свята святкують?
–   Яка там погода?

View and Clarify

After watching a video, students ask questions about things they do not understand, referring to phrases on language ladders posted in the classroom. For example,

–   Я не зрозумів/зрозуміла _____
–   Мені не ясно _____
–   Я хочу знати більше про_____.

Interview Questions

Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members or Ukrainian-speaking people in the community. Students audio- or videotape their interviews for presentation in class.[7]

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7. Rogovin, Paula. *Classroom Interviews: A World of Learning.* Portsmouth, NH: Heinemann, 1998.

Extend Understanding

Students will be able to

1.2.4 ask questions to clarify information and develop new understanding
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− ask questions to clarify information and develop new understanding?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to ask questions to clarify information and develop new understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Confer with students to encourage them to identify their strengths in appraising ideas and asking questions.

SAMPLE **RESOURCES**

- *Нова 2: Розповіді для розвитку мови й понять. Книга 5: У світі рослин.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Життя тюльпана», с. 24–42.

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.1 General Comprehension Strategies

Specific Outcome

Prior Knowledge

Students will be able to

2.1.1 make and record connections among personal experiences, prior knowledge, and a variety of texts

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

KWL Chart

As part of learning about plant growth from a resource book, students record their findings in a KWL chart and discuss these findings with others with teacher's support. For example,

– Що я знаю про рослини.
– Що нового я дізнався/дізналася про рослини.
– Що я ще хочу знати про рослини.

Title Page Connections

At the start of a new topic or theme, invite students to create a title page, using symbols, words, phrases, and illustrations, to display their prior knowledge and personal experiences with that topic.

What I Know Before and After

Prior to reading or viewing a text, invite students to brainstorm key ideas and information they know about a topic, based on their knowledge and experiences. List these items in a T-chart. For example,

Що я знаю до	Що я знаю після

After reading or viewing, students complete the activity with teacher's support by adding information and ideas they have learned that are related to each item listed. They compare their initial ideas with the new information learned and make connections.

Prior Knowledge

Students will be able to

2.1.1 make and record connections among personal experiences, prior knowledge, and a variety of texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– make and record connections among personal experiences, prior knowledge, and a variety of texts?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to make and record connections among personal experiences, prior knowledge, and a variety of texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students to determine whether they are able to describe and build upon connections between personal experiences, prior knowledge, and a variety of texts.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to make and record connections among personal experiences, prior knowledge, and a variety of texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Нова 2: Розповіді для розвитку мови й понять. Книга 5: У світі рослин.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Життя тюльпана», с. 24–42.

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.1 General Comprehension Strategies

Specific Outcome

Comprehension Strategies

Students will be able to

2.1.2 confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Evaluating Sources
When choosing Ukrainian library books for a project, students skim the cover, illustrations, and content. Some random passages are read to determine whether the book contains helpful information on their topic. After reading (or skimming/scanning) the book, students confirm or reject their initial evaluation of the book as a resource.

Story Maps
After reading a story, students are encouraged to respond to questions about the story in complete sentences. Working in small groups and with teacher guidance, students use story maps to record key story elements as they read a story (e.g., characters, plot, setting, problem, and solution). Story maps can be used to help students make and confirm predictions.

Sketching Predictions
Before listening to a story or viewing a video, students with teacher's support sketch their thoughts and predictions about the story. Students discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session. After viewing or listening, students confirm or reject their predictions based on textual information.

Directed Reading-Thinking Activity (DRTA)
Students predict what will happen in a story by using the title, pictures, and their background knowledge. They silently read a set amount of pages to check their predictions. Students confirm or refute their predictions by reading sentences from the story out loud to support what they are saying. Ask what will happen next. They continue this throughout the story as they predict, check, and confirm predictions.

GRADE
4

Specific
Outcome

Comprehension Strategies

Students will be able to

2.1.2 confirm or reject inferences, predictions, or conclusions based on textual information; and check and confirm understanding by rereading *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– confirm or reject inferences, predictions, or conclusions based on textual information; and check and confirm understanding by rereading?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to confirm or reject inferences, predictions, or conclusions based on textual information; and check and confirm understanding by rereading (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Learning Logs**
After listening or viewing, students reflect on the process of predicting. They then write about their comprehension processes, using framed sentences. For example,
– Коли я дивлюся _____, я_____.
– _____ допомагає мені _____.
– Найкраще я розумію, коли _____.

☐ **Conferences**
Confer with students to assess knowledge, skills, strategies and attitudes. Use some of the following questions to guide the conferences.
– Що ти знаєш з цієї теми?
– Чому ти вибрав/вибрала цей текст?
– Яка частина тобі найбільше подобається і чому?
– Про що йдеться в тексті?
– Що ти робив/робила, коли не міг/могла зрозуміти зміст?
– Чи ти зустрів важкі для розуміння слова? Покажи мені таке слово. Що ти зробив/зробила, коли вперше зустрів/ла це слово?
– Що ти зробив/ла, коли зустрів незнайоме слово?
– Чи ти порекомендував би/вала б цей текст приятелеві? Поясни?

SAMPLE **RESOURCES**

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 1: Земля», Вправа 9: «Навчальний розділ 2: Галловін», Вправа 6, Вправа 7, Вправа 8. с. 6–8.
- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.1 General Comprehension Strategies

Specific Outcome

Textual Cues

Students will be able to

2.1.3 use textual cues to construct and confirm meaning in interpreting text

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Highlighting
Have students work in small groups to practise locating and highlighting textual cues (e.g., titles, headings, paragraphs, captions, illustrations).

Extension: Model how to use textual cues to construct meaning. Students practise using information in textbook margins, picture captions, questions, chapter introductions, summaries, and special features to assist them in understanding a topic.

Missing Punctuation
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.

Video Cues
Invite students to view a video or film and ask them to pay attention to one particular cue (e.g., music, costuming, actions, sound effects, lighting).

Музика у фільмі
Ім'я: _____ Дата: _____
Слухаючи музику під час фільму, я чув/чула такі інструменти _____ _____ .
Музика була повільною, коли _____ _____ .
Музика була жвавою, коли _____ _____ .
Коли я слухав/слухала цю музику, я почувався/почувалася _____ (сумним/сумною; веселим/веселою; зворушеним/зворушеною).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use textual cues to construct and confirm meaning in interpreting text?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use textual cues to construct and confirm meaning in interpreting text (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Informal Observation**
Observe students' responses during individual and small group work to determine the extent of their understanding of textual cues. Offer feedback, encouragement, and praise as needed.

☐ **Portfolios**
Have students include original texts that show their knowledge of textual cues in their portfolios (e.g., highlighting of conversation in text).

SAMPLE **RESOURCES**

- *Малятам про фахи*. Любарець О. (ред.). Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Нова 4: Вправи до навчальних розділів 1–12*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 10: Форель», Вправа 2.
- *Нова 4: Діялоги*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.1 General Comprehension Strategies

Specific Outcome

Cueing Systems

Students will be able to

2.1.4 use semantic, morphological, phonological, graphophonic, and syntactic cues, and a variety of print and non-print resources, to construct and confirm meaning.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cueing Systems

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

Prefix and Suffix Scrapbook
Students add words from their reading or words with common prefixes and/or suffixes to a class scrapbook. For example, (ся)
– митися
– одягатися

Extension: When reading an unfamiliar word, e.g., "незабутній," students look for something familiar within the word (e.g., a root word or compound word), or they divide the word into syllables to figure it out.

Reading Strategy Cards
Students refer to reading strategy cards posted in the classroom to assist them when encountering unfamiliar words in a reading passage. For example,
– Я можу поділити слова на склади/частини.
– Якщо я не розумію текст, я можу його перечитати.
– Я можу розглянути малюнки.
– Я можу прочитати слово вголос.

Поділи на склади:

ав–то
1 – 2

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Specific Outcome

Cueing Systems

Students will be able to

2.1.4 use semantic, morphological, phonological, graphophonic, and syntactic cues, and a variety of print and non-print resources, to construct and confirm meaning
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use semantic, morphological, phonological, graphophonic, and syntactic cues, and a variety of print and non-print resources, to construct and confirm meaning?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic, and syntactic cues, and a variety of print and non-print resources, to construct and confirm meaning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Checklist**
Use a checklist to observe students' use of cues to construct and confirm meaning. For example,

<table>
<tr><td colspan="5" align="center">**Strategies and Cues Checklist**</td></tr>
<tr><td colspan="5">Name _____ Date _____</td></tr>
<tr><td colspan="5">Text _____</td></tr>
<tr><td>**The student**</td><td>**Always**</td><td>**Sometimes**</td><td>**Never**</td><td>**Comment**</td></tr>
<tr><td>Self-corrects</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Uses semantic cues</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Uses graphophonic cues</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Predicts unknown words</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Confirms predictions</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Rejects predictions</td><td></td><td></td><td></td><td></td></tr>
</table>

☐ **Quiz**
The cloze procedure may be used to assess students' skills before and after listening, reading, or viewing a text.

SAMPLE **RESOURCES**

- *Нова 4: Вправи до навчальних розділів 1–12*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 11: Контакт із батьками», Вправа 1.
- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

General Outcome 2	*Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.*	**2.2** Respond to Texts

Specific Outcome

Experience Various Texts

Students will be able to

2.2.1 experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs, and fairy tales; and share responses to these texts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reading Logs

Students use a personal Reading Log to check that they have read different genres. For example,

Журнал мого читання

Ім'я: _____

Дата	Назва	Слухай, оглядай, читай	Форми/жанри (культурна традиція)	Автор, художник, режисер	Нотатка

After each textual experience, students write a brief response to the text in their Learning Logs.

Extension: Students read books with peers or cross-age buddies and record these readings in Reading Logs that include a column for listing the genre.

Responding to Contemporary Music

While students examine the lyrics of a contemporary song, ask them to find familiar words to predict its possible content or theme. Point out key words to assist understanding of general meaning. Students, in groups, create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync it.

Poems, Nonsense Rhymes, and Tongue Twisters

Over the course of the year, students are introduced to a variety of simple poems, nonsense rhymes, or tongue twisters in Ukrainian. As students become familiar with these works, they respond to these texts in small groups. The groups then share the highlights of their group responses with the rest of the class.

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Specific
Outcome

Experience Various Texts

Students will be able to

2.2.1 experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs, and fairy tales; and share responses to these texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs, and fairy tales; and share responses to these texts?

☐ **Self-Assessment Checklist and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

☐ **Conferences**
Confer with students, after having them reflect on their experiences with a variety of genres, by having them respond to questions. For example,
− Які три тексти збереглися в твоїй пам'яті / врізалися в пам'ять? Чому саме?
− Які три тексти були найцікавішими і найприємнішими для тебе? Що вони мають спільного? Чим відрізняються один від одного?
− Яка риса характеризує творчі праці українською мовою?

SAMPLE **RESOURCES**

- *Гуси–лебеді.* Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Рукавичка. The Mitten* (CD–ROM). Arseneault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.
- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
  – Читання учням уголос.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Тарас Шевченко», с. 104.
- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 10: Форель».

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.2 Respond to Texts

Specific Outcome

Connect Self, Texts, and Culture

Students will be able to

2.2.2 identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual, and multimedia texts

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Venn Diagrams
Students complete a Venn diagram after listening to, reading, or viewing a text to compare the lead character to themselves. Assist students by working with them to draft the characteristics and/or qualities of the main character in the story.

Extension: Students work in small groups to read the story *Інуіти* from the reader *Ходіть зі мною*. Invite students to contribute ideas from the story to complete a Venn diagram in which they compare and contrast their lives with the lives of the Inuit.

Letter Writing
Students write a letter to a favourite character, explaining how they have experienced similar feelings, or write a Valentine's letter to someone. For example,

Дорогий _____!
 Мене звати_____.

Pen Pals
Students write letters to students in a school in Ukraine or to another Ukrainian bilingual class in another province. They begin by reading sample pen pal letters in Ukrainian and brainstorming to make a list of useful vocabulary and structures. Each student writes a letter of introduction to his or her pen pal, sharing personal information and requesting the pen pal to share the same. Students may include video or audio recordings with their letters. They share the letters from their pen pals with their classmates and discuss the similarities and differences between their personal experiences and the experiences of their pen pals.

Specific Outcome

Connect Self, Text, and Culture

Students will be able to

2.2.2 identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual, and multimedia texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual, and multimedia texts?

☐ **Conferences**
Confer with students, using work samples to determine whether students are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual, and multimedia texts.

☐ **Learning Logs**
Students describe how they compare the characters from a story or video with themselves and how this comparison helps them make connections among themselves and texts and people of different cultures. Provide sentence starters and vocabulary charts for language support.

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

- *Нова 4: Вправи до навчальних розділів 1–12*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 6: День святого Валентина», Вправа 9; «Навчальний розділ 7: Динозаври», Вправа 6.
- *Нова 4*: *На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2005.
- *Ходіть зі мною!* Турко К. С., Ґрекул. Г. Едмонтон: Міністерство освіти Альберти, 1978, с. 138–178.
- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- School-safe email website (e.g., <www.epals.com>)
- Venn diagram (see sample blackline master in Appendix D)

| General Outcome | 2 | *Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.* | **2.2** Respond to Texts |

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to

2.2.3 identify words that form mental images and create mood in oral, print, visual, and multimedia texts

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Alliteration

After listening to a story or poem with alliteration, students choose phrases, illustrate them, and talk about how their pictures depict the chosen phrases. Discuss how the sounds of the words used in the text affect the mood of the reader.

Moody Words

After reading a short text, have students work together to identify the words in the text that help to create the mood. Have students share and discuss these words as a class and choose a list of the "moodiest" words used.

Mental Imagery

Have students close their eyes as they listen to a text, focusing on picturing what is happening in the text. Afterward, have them describe the mental pictures that came to mind. Students draw these pictures and find the words from the text that inspired them.

Reader's Theatre

Students work in small groups to prepare reader's theatre presentations based on a *Nova 4* dialogue, focusing on conveying emotion and mood through voice expression, background music, and sound effects. They then dramatize their presentations, incorporating sound effects and non-verbal cues to create mood.

Appreciate the Artistry of Texts

Students will be able to

2.2.3 identify words that form mental images and create mood in oral, print, visual, and multimedia texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify words that form mental images and create mood in oral, print, visual, and multimedia texts?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify words that form mental images and create mood in oral, print, visual, and multimedia texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify words that form mental images and create mood in oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE **RESOURCES**

- *Рак і журавель*. Донецьк: Сталкер, 1999.
- *Сніжниця*. Донецьк: Сталкер, 1999.
- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 7: Динозаври».
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.3 Understand Forms and Techniques

Specific Outcome

Forms and Genres

Students will be able to

2.3.1 identify similarities and differences between various oral, literary, and media forms and texts

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Comparing Presentations

After viewing group presentations on geographic regions of Alberta, students identify similarities and differences in the presentations (e.g., use of overheads, charts, pictures, different speakers).

Children's Magazines

Students use an assortment of children's magazines (e.g., *Барвінок, Веселка,* and *Малятко)*, to locate and identify different forms and genres (e.g., jokes, recipes, cartoons, riddles, letters, poems, games, and illustrations). Students record the different forms and genres in their Learning Logs or journals. They talk about the differences and similarities between the various forms and genres they find with a partner.

Ілюстрації	Вірші	Жарти	Листи	Загадки

Text versus Video Venn Diagram

Students read a Ukrainian folk tale, view a video of the same folk tale, and then as a class compare the two, using a Venn diagram.

Forms and Genres

Students will be able to

2.3.1 identify similarities and differences between various oral, literary, and media forms and texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify similarities and differences between various oral, literary, and media forms and texts?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify similarities and differences between various oral, literary, and media forms and texts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to determine whether they are able to compare the similarities and differences in the text forms studied in class.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify similarities and differences between various oral, literary, and media forms and texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

- *Срібні нитки.* Форчук Скрипух М. Едмонтон: Методичний кабінет української мови, 1996.

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
  – Вірші.

- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.

- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.

- Ukrainian children's magazines (e.g., *Барвінок*, *Веселка,* and *Малятко)*

- Venn diagram (see sample blackline master in Appendix D)

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.3 Understand Forms and Techniques

Specific Outcome

Techniques and Elements

Students will be able to

2.3.2 explain connections between events and roles of main characters in oral, print, visual, and multimedia texts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Storyboards

After listening to the story *Вовк та семеро козенят*, students, with guidance, identify the main events of the story and discuss how and why one event leads to the next. They record story events on a group chart or storyboard. For example,

Коза ходила у бір трави поїсти

Козенята двері зачиняють і чекають на маму

Мама приходить додому, стукає у двері й співає пісню

І т.д.

І т.д.

І т.д.

Extension: After students have had ample opportunity to work with storyboards and other story frames, they complete a story frame to show their knowledge of story elements and their understanding of the relationships between important ideas and supporting details.

Specific
Outcome

Techniques and Elements

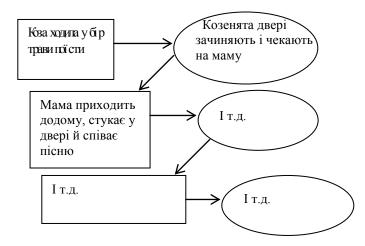*Students will be able to*

2.3.2 explain connections between events and roles of main characters in oral, print, visual, and multimedia texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
–   explain connections between events and roles of main characters in oral, print, visual, and multimedia texts?

☐ **Checklist**
Develop a checklist based on the Focus for Assessment criteria (see sample checklist below). Observe students as they interact with texts to assess whether they are able to explain connections between events and roles of main characters in oral, print, visual, and multimedia texts. Date and note the context of the observations. Refer to the checklist periodically to note progress over time.

Аркуш спостереження					
Ім'я:					
	Дата: Назва:	Дата: Назва:	Дата: Назва:	Дата: Назва:	Дата: Назва:
Визначає час і місце дії/оточення					
Називає головних персонажів					
Визначає головну проблему оповідання					
Правильно відтворює порядок, за яким відбуваються події					
Пояснює, як було вирішено проблему					
Описує розв'язку оповідання					
Демонструє розуміння тексту					

SAMPLE **RESOURCES**

- *Вовк та семеро козенят.* Київ: АСТ-ПРЕСС-ДІК-СІ, 2001.
- *Нова 2: Розповіді для розвитку мови й понять. Книги 1–7.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- Ukrainian children's magazines (e.g., *Барвінок*, *Веселка,* and *Малятко)*

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.3 Understand Forms and Techniques

Specific Outcome

Vocabulary

Students will be able to

2.3.3 build knowledge of word patterns by identifying prefixes, suffixes, and roots

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Word Roots
When reviewing the days of the week in Ukrainian, invite students to study the root of each word. For example,
– понеділок – по неділі
– середа – серед тижня
– четвер – четвертий день
– п'ятниця – п'ятий день.

Extension: When reviewing the months of the year in Ukrainian, invite students to study the root of each word and make connections with nature. For example,
– травень – трава зеленіє
– жовтень – листя жовкне.

Colour Coding
Make a list of vocabulary words to show students suffixes, prefixes, and root words. Colour-code suffixes in red, prefixes in green, and root words in black.

Word Wall
Invite students to choose words they find interesting and important to add to a thematic word wall. Words are added to the word wall as they come up in daily activities and prefixes, suffixes, and roots of the words are emphasized. Students use the word wall to locate words to use in conversations or to check spelling when they are writing. Use the words for word study activities and mini-lessons.

Cloze Activity
Students complete cloze activities prepared by the teacher that focus on prefixes, suffixes, and roots and correspond with a current topic or theme. Students may also create cloze exercises for each other to encourage the use of context clues.

GRADE

4

Specific
Outcome

Vocabulary

Students will be able to

2.3.3 build knowledge of word patterns by identifying prefixes, suffixes, and roots
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– build knowledge of word patterns by identifying prefixes, suffixes, and roots?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to build knowledge of word patterns by identifying prefixes, suffixes, and roots (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to build knowledge of word patterns by identifying prefixes, suffixes, and roots. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to build knowledge of word patterns by identifying prefixes, suffixes, and roots (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Малюкам про все на світі*. Львів: Аверс, 1998.

- *Нова 4: Вправи до навчальних розділів 1–12*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, *«Навчальний розділ 6: День святого Валентина»,* Вправа 12, Вправа13.

- *Крокодил у краватці їсть кавун у коробці. Хрестиківки для дітей та молоді.* Баєр Фаркавець І. Торонто: Колосок, 2001.

General Outcome *2*

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.3 Understand Forms and Techniques

Specific Outcome

Experiment with Language

Students will be able to

2.3.4 recognize how words and word combinations, such as wordplay, repetition, and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Presentations
When presenting a Ukrainian poem or story, students focus on the arrangement or repetition of words to enhance the presentation.

Extension: In small groups, students choose a humorous poem and prepare a choral reading for presentation. Have students focus on emphasizing the use of exaggeration in a humorous way.

Collecting Examples of Word Play
Working in pairs, students make lists of words and word combinations that are humorous or fun to say. They share their lists with other groups.

Gallery Walk
Students listen to humorous Ukrainian folk songs and children's songs in the listening centre. They show their appreciation for and interpretation of their favourite songs by illustrating them for a gallery walk.

Experiment with Language

Students will be able to

2.3.4 recognize how words and word combinations, such as wordplay, repetition, and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– recognize how words and word combinations, such as wordplay, repetition, and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize how words and word combinations, such as wordplay, repetition, and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to recognize how words and word combinations, such as wordplay, repetition, and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Плутанка*. Донецьк: Сталкер, 1999.
- *Коза в заячій хаті*. Донецьк: Сталкер, 1999.
- *Зошит з розвитку мовлення. 2 (1) клас.* Лабащук О. В., Скіпакевич О. В. Тернопіль: Мандрівець, 2000, «Початкова школа», с. 6–7.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Barabolya ... that means Potato!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Tsyboolya ... that means Onion!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.

General Outcome **2**

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.3 Understand Forms and Techniques

Specific Outcome

Create Original Texts

Students will be able to

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

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: To be effective, this specific learning outcome must be integrated with the other four specific outcomes that make up Outcome 2.3. This outcome must also be directly linked with General Outcome 4.

Short Story Planning
Before writing a short story, students record, in Ukrainian with teacher's support, ideas about characters, settings, and events. These ideas are placed in a web, chart, or story map.

Writing from Model Texts
Have students create a variety of original texts based on model texts with teacher's support. For example,
– choose a favourite character and write a story in which the character from the original story is in a different setting
– use the patterns found in poems and echo-acting activities from the *Nova 4* dialogues to create an original text.

Personal Correspondence
Students write to pen pals, sharing personal information and ideas. They may also write letters of invitation and thank-you letters as part of ongoing activities in the classroom.

Visual Texts
Have students create a variety of original visual texts. For example,
– create murals accompanied by sentence strips or written explanations
– clip pictures from magazines to create a collage to accompany an autobiographical sketch or presentation.

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 original texts to communicate and demonstrate understanding of forms and techniques?

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well
students are able to create original texts to communicate and demonstrate understanding of forms and
techniques (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Self-Assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students prior to beginning the
activity. Students use the rating scale to evaluate how well they are able to create original texts to
communicate and demonstrate understanding of forms and techniques (see sample blackline master in
Appendix E: Self-Assessment Rating Scale).

☐ **Portfolios**
Have students choose samples of their best work to include in their portfolios. They should be
prepared to explain why they chose certain work samples.

SAMPLE **RESOURCES**

- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти,
  2003.

- Model texts and samples of invitations and thank-you letters

- Magazines with pictures

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

3.1 Plan and Focus

Specific Outcome

Personal Knowledge and Experience

Students will be able to

3.1.1 categorize personal knowledge and experience of a topic to determine information needs

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Planning for Story Writing

Prior to writing a story about winter for a Grade 1 Ukrainian class, students discuss how the audience will influence their choice of vocabulary, style and language (e.g., lots of illustrations, simple sentences). Students also brainstorm what they know about the topic before writing.

Planning for Presentations

When preparing a presentation for the Grade 3 class about life and work in Grade 4, students identify with teacher's support what would be important for Grade 3 students to know and discuss ways to make a presentation informative and entertaining. They brainstorm and fill in a chart based on their personal knowledge and experience. For example,

Що ми знаємо про слухачів	Що ми знаємо про тему	Що ми знаємо про те, як зробити виступ цікавим

Students use this information to guide their research and presentation planning.

Graphic Organizers

Students use webs, mind maps or KWL charts to organize personal knowledge of a subject. When using a KWL chart, they work in groups to record what they know in point form under the K section (що я знаю) of the KWL chart. Students identify areas with teacher's support where they lack information and require further research. They note these areas and questions in the W section (що хочу знати).

GRADE

4

Specific
Outcome

Personal Knowledge and Experience

Students will be able to

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− categorize personal knowledge and experience of a topic to determine information needs?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to categorize personal knowledge and experience of a topic to determine information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to categorize personal knowledge and experience of a topic to determine information needs (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **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:

Планування дослідження
Ім'я: _____ Дата: _____
Тема: _____
1. Я записав/ла _____ думок/ідей на цю тему. Так Ні
2. Я поділився/лася своїми думками/ідеями з партнером. Так Ні
3. Я додав/ла _____ думок/ідей після обговорення з партнером. Так Ні

SAMPLE **RESOURCES**

• Graphic organizers (e.g., KWL charts, mind maps, webs [see sample blackline masters in Appendix D])

General Outcome **3**

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

3.1 Plan and Focus

Specific Outcome

Ask Questions

Students will be able to

3.1.2 ask general and specific questions on topics, using predetermined categories

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Science Questions

When talking about a plant grown in the class, students answer questions (e.g., "Як часто треба підливати рослину? Як довго часу бере вирости рослину з насіння?").

Extension: In pairs, students develop simple questions to guide their research on a native bird of Manitoba. For example,
– Що вони їдять?
– Де вони живуть?
– Які в них вороги?
– Як вони виглядають?

Illustration Questions

Invite students to study the illustrations of a new *Nova* dialogue and ask questions about what they see. Record the questions before going on to read the dialogue script.

Question Instruction

Students are provided with explicit instruction and guided practice in asking questions. Invite them to practise asking questions by encouraging them to look through magazines and ask questions about what they see.

Extension: When writing to their pen pals in Ukraine, students ask questions about their pen pals' families, school, hobbies, and so on with teacher's support.

Мені цікаво Poster

Invite students to write questions they would like to explore on a laminated poster entitled "Мені цікаво." They watch as the teacher models question-asking techniques during listening, reading, or viewing activities. Periodically review and discuss the questions.

GRADE

4

Specific Outcome

Ask Questions

Students will be able to

3.1.2 ask general and specific questions on topics, using predetermined categories
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− ask general and specific questions on topics, using predetermined categories?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask general and specific questions on topics, using predetermined categories (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students about the questions they asked and guide them to ask appropriate questions for their informational needs.

☐ **Self-Assessment**

Що я знаю про	Що я хочу дізнатися про	Що я дізнався/дізналася

SAMPLE **RESOURCES**

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome *3*

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

3.1 Plan and Focus

Specific Outcome

Participate in Group Inquiry

Students will be able to

3.1.3 identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Inside-Outside Circle
Students engage in discussions about a particular inquiry topic using the inside-outside circle strategy. Ask them to sit in two circles facing each other. Pose questions for student discussion and ask students to come to a consensus on an answer with their facing partner. Following the discussion, have students reflect on what they have learned by recording and sharing new information.

KWL Chart
Prior to reading a story, invite students to share their personal knowledge on the topic and record it on a class KWL chart with teacher's support. After the story is read, students formulate questions they want to find answers for in the story.

5 Ws
Students use the 5W questions (Хто або Що? Де? Як? Чому? Коли?) to guide their research on a topic of interest.

Class Web
Invite students to contribute to a large class web by recording or sketching key ideas, thoughts, feelings, words, or phrases and questions from their observations and research. These may be recorded on sticky notes or pieces of paper to facilitate clustering and categorizing information.

Participate in Group Inquiry

Students will be able to

3.1.3 identify relevant personal knowledge of a topic and possible categories of
questions and purposes for group inquiry or research *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify relevant personal knowledge of a topic and possible categories of questions and purposes
for group inquiry or research?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the
checklist to assess whether students are able to identify relevant personal knowledge of a topic and
possible categories of questions and purposes for group inquiry or research (see sample blackline
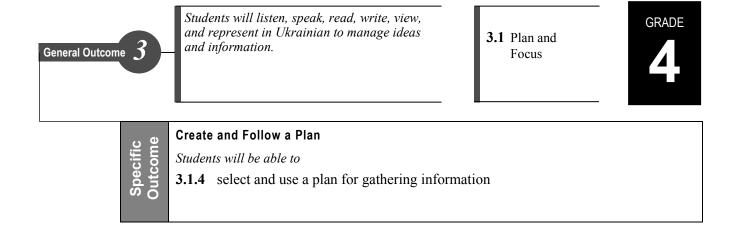master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to discuss their contributions to group discussions and participation in class
activities (e.g., the class web, inside-outside circle, and скажи правду).

☐ **Self-Assessment**
Students assess their contributions and participation in group inquiry and reflect on their group
interactions following an activity. For example,

Питання до мого дослідження: самооцінка		
Ім'я: _____ Дата: _____		
	Так	Ні
1. Я подав/подала свої думки/ідеї.		
2. Я слухав/слухала думки/ідеї інших.		
3. Моя група прийняла мої думки/ідеї.		
4. Сьогодні я навчився/навчилася, що _____.		

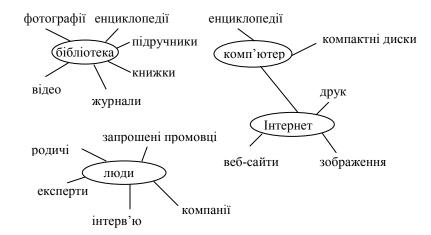
SAMPLE **RESOURCES**

- *Велика енциклопедія школяра.* Слабошпицька Л. Київ: Махаон–Україна, 2000.

- *Нова 4*: *На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші
  (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
  – Читання учням уголос.

- Class KWL chart (see sample blackline master in Appendix D)

General Outcome **3**

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

3.1 Plan and Focus

Specific Outcome

Create and Follow a Plan

Students will be able to

3.1.4 select and use a plan for gathering information

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Resources Brainstorming Web
Students brainstorm and record possible resources and locations to find information for a class research project on owls. The list is displayed for future reference.

Extension: As a class, students brainstorm ways to find out about their community in the past. For example,
– Ми можемо запитати мою бабу. Вона вже довго тут живе.
– Я знайшов книжки в бібліотеці.
– Ми можемо відвідати музей.

Suggestions are recorded on a class chart that is displayed for future reference.

Examining Organizers
Students use various types of organizers to record and display ideas, and discuss situations in which the ideas can be used.

Preparatory Questions
When doing an assignment, students ask themselves preparatory questions. For example,
– Що мені треба зробити?
– Що я шукаю?
– Як буде виглядати моя робота?

Create and Follow a Plan

Students will be able to

3.1.4 select and use a plan for gathering information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– select and use a plan for gathering information?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to select and use a plan for gathering information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Confer with students to discuss what strategies they have chosen to gather and record information. Have students complete exit slips at the end of each inquiry session that include reflection on what was accomplished as well as plans for what will be done during the next inquiry session. For example,

<table>
<tr><td colspan="2" align="center">**Завершення дослідження**</td></tr>
<tr><td>Ім'я: _____</td><td>Дата: _____</td></tr>
<tr><td colspan="2">Я хочу краще читати:</td></tr>
<tr><td colspan="2">Я хочу краще розуміти/знати:</td></tr>
<tr><td colspan="2">Я хочу краще відповідати:</td></tr>
</table>

SAMPLE **RESOURCES**

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 6: День святого Валентина».
- Graphic organizers (see sample blackline masters in Appendix D)

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to

3.2.1 record and share personal knowledge of a topic to focus inquiry or research

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Examining Facts

Before beginning a story or project on Ukrainian pioneers, present groups of students with sets of statements, some of which are true and others false. Students work in groups to determine which statements are factual. For example,

– Перші українські піонери прилетіли до Канади літаками? (правда – неправда)
– Піонери приїхали до Канади, щоб мати краще життя.

Knowledge Prompts

Students complete prompts to consolidate, question or review what they know before researching a topic. These are shared with classmates. For example,

– Чи ти знаєш…?
– Чи правда, що…?
– Я хочу більше знати про…
– Сьогодні я…

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to

3.2.1 record and share personal knowledge of a topic to focus inquiry or research
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– record and share personal knowledge of a topic to focus inquiry or research?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to record and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students about works in progress to determine how they select, record and share personal information and how they use this information to guide their research.

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to record and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
  – Читання учням уголос.

- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Identify Sources

Students will be able to

3.2.2 identify a variety of information sources to answer inquiry or research questions

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Class Discussion
Through class discussion, students develop a list of places where information on early Ukrainian pioneers could be located (e.g., library, Internet, museums, the Ukrainian Cultural Heritage Village, resource people, family members). This list is displayed in the classroom for future reference.

Interviewing Peers
Invite students to record personal knowledge of a topic on a graphic organizer and review the information to determine information gaps. With teacher guidance, students generate interview questions they will ask their peers to help fill these gaps. They work in pairs or small groups to interview peers.

Research Cards
Students use research cards when gathering information on a topic under study. Invite them to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card with teacher's support. 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 share their findings with other pairs in small groups.

Field Trips
Invite students to prepare for and participate in a field trip to a museum to gain first-hand information about the life of early Ukrainian pioneers. Together, the teacher and students develop a checklist to focus observations before going on the field trip and to record their observations afterward. The checklist may include the following:
– Що я навчився/навчилася?
– Мені подобалось, коли …
– Що мене здивувало?
– Які інші питання я маю?

Identify Sources

Students will be able to

3.2.2 identify a variety of information sources to answer inquiry or research questions
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify a variety of information sources to answer inquiry or research questions?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify a variety of information sources to answer inquiry or research questions (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students about the sources they used to answer their inquiry or research questions. Encourage and coach students to use a variety of sources. Confer with students individually during each step of the inquiry process.

☐ **Self-Assessment**
Students reflect on their progress in identifying and using a variety of sources when accessing information in Ukrainian on a specific topic. They complete the following information sheet to show the progress of their inquiries.

Що ми знаємо/Що я знаю	
Ім'я: _____	Дата: _____
Що ми знаємо/Що я знаю про	Звідки ми дізналися/Звідки я дізнався/лася про
Як ми вживаємо/Як я вживаю цю інформацію?	

SAMPLE **RESOURCES**

- *Велика енциклопедія школяра.* Слабошпицька Л. Київ: Махаон–Україна, 2000.

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

Specific Outcome

Evaluate Sources

Students will be able to

3.2.3 review information to determine its usefulness to inquiry or research needs, using pre-established criteria

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Resource Checklist

Invite students to assist in developing a checklist that will be used to determine the effectiveness of resources for researching. For example,

- The resource contains useful illustrations, maps and graphs.
- I can understand the text.
- The resource contains information that I need.

Alternative Activity: 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.

Критерії для оцінки джерел
– Назва
– Автор
– Дата застереження авторських прав
– Документальна чи художня література
– Містить інформацію у кількох формах: фотографії, текст, графіки, таблиці

Assessing Information

Guide students in recording information on index cards or sticky notes. Students arrange these cards or notes in categories or as questions and answers. They work together to determine which information is relevant, which can be discarded and which should be saved for the future, using the following categories:

Сміття! Не потрібно.

Скарб! Дуже потрібно.

Затримай! Може бути потрібно.

Identify Sources

Students will be able to

3.2.3 review information to determine its usefulness to inquiry or research needs, using pre-established criteria *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– review information to determine its usefulness to inquiry or research needs, using pre-established criteria?

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Small Group Conferences**
Confer with small groups of students to assess students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria.

SAMPLE **RESOURCES**

- *Велика енциклопедія школяра.* Слабошпицька Л. Київ: Махаон–Україна, 2000.

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

3.2 Select and Process

GRADE **4**

Specific Outcome

Access Information

Students will be able to

3.2.4 use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Dictionary Word Search
Assist students to locate information in dictionaries. They look up root words and, where multiple definitions are provided, select the appropriate word meaning.

Map Search
Students use a legend on a map to locate Ukraine, her neighbouring countries and major cities.

Modelling
Have students look at pictures, diagrams, graphs, headings and subheadings 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 if the information presented is appropriate and accurate. Verbalize thinking to model how information in pictures, diagrams, headings, and subheadings is used.

Information Hunt
Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions and index in an information hunt game. Students participate in the game by working in small groups or in pairs to locate information to answer questions. Questions may include:
–   На котрій сторінці оповідання "_____" починається?
–   На котрій сторінці знаходиться словничок?

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student use the following tools to access information:
–   use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas?

(continued)

Specific Outcome

Access Information

Students will be able to

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

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

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist**

With the teacher's help, students complete a self-assessment checklist to determine their own skills at using visual cues to locate and gather information and ideas. For example,

Пошук і збирання інформації: самоперевірка				
	Чудово	Добре	Ще ні	Коментарі
Я знаходжу книжки на полицях.				
Я користуюся рубрикою «Зміст».				
Я користуюся рубрикою «Індекс».				
Я вживаю діаграми як джерело інформації.				
Я вживаю карти як джерело інформації.				
Я вживаю малюнки як джерело інформації.				
Я користуюся словами-індексами.				
Я знаходжу сигнальні слова та користуюся ними для того, щоб зібрати інформацію.				
Я користуюся програмним забезпеченням на компакт-дисках для того, щоб знайти інформацію.				
Я користуюся алгоритмом пошуку для того, щоб знайти потрібну інформацію в Інтернеті.				

SAMPLE **RESOURCES**

- *Нова 1: Моя книга для читання й розмальовування 1–13*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1991.

- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

- *Нова 3: Пісні* (збірка). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1996

- *Нова 3: Пісні* (комплект касет). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1995.

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 12: Повернення додому».

- Ukrainian–English and Ukrainian dictionaries

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

3.2 Select and Process

GRADE
4

Specific Outcome

Make Sense of Information

Students will be able to

3.2.5 determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Telephone Conversation
Students listen to a telephone conversation, discuss the gist of the conversation, and decide on the main idea, using their prior knowledge, predictions, connections, inferences, and auditory cues.

Picture the Main Idea
Students observe a series of pictures from a new *Nova* dialogue, then discuss and list what they see in each picture. They work together to look for connections among pictures and use this information to generate a main idea.

Specific Outcome

Make Sense of Information

Students will be able to

3.2.5 determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words (see sample blackline master in Appendix E: Observation Checklist).

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

SAMPLE **RESOURCES**

- *Леґенди степових індіянів у лялькових силюетах. Shadow Puppets: Indian Myths and Legends* (videocassette). Edmonton, AB: ACCESS Network, 1992.

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- Herringbone map (see sample blackline master in Appendix D)

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

Organize Information

Students will be able to

3.3.1 organize information and ideas in logical sequences, using a variety of strategies

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Semantic Map/Web

While conducting research on the great horned owl, in English, students with teacher's support record their information on a semantic map/web. For example,

малята
- стара ворона/яструбині гнізда
- самки і самці сидять на яйцях
- починають літати у 9-10 тижнів

житло
- скелі

вигляд
- найбільша сова досягає 61 см завдовжки
- чубок на голові
- міцні кігті
- розмах крил 200 см

Велика сова

вороги
- люди

їжа
- зайці
- миші

Monthly Schedule

Using a computer software program, students with teacher's support create a class calendar of events for each month and post it in the classroom for reference.

Sentence Strips

Provide students with sentence strips of a simple story. Mix up the sentences and have students work together to order them in a logical sequence.

Extension: Provide sentence strips of simple instructions or directions and have students work together to order them in a logical sequence.

Specific Outcome

Organize Information

Students will be able to

3.3.1 organize information and ideas in logical sequences, using a variety of strategies
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− organize information and ideas in logical sequences, using a variety of strategies?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to organize information and ideas in logical sequences, using a variety of strategies (see sample blackline master in Appendix E: Observation Checklist).

☐ **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.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to organize information and ideas in logical sequences, using a variety of strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- Computer software programs to create a Ukrainian class calendar

- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.

General Outcome	3	Students will listen, speak, read, write, view, and represent in Ukrainian 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; and list authors and titles of sources

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note-Taking
After reading a short informational article on dinosaurs, students use a chart or web to jot down the important ideas.

Illustrated Notes
After reading a story from their reading series, students web and illustrate the main and supporting details from the story. Students could illustrate the beginning, middle, and the end of the story.

Перше	Друге	Третє

Bibliography
Students use a template to assist them in listing resources in correct bibliography format. For example, students cite sources used in a project or report, using a format such as the following:

Назва: _____

Автор: _____

Дата видання: _____

GRADE
4

Specific
Outcome

Record Information

Students will be able to

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
−   record facts and ideas, using a variety of strategies; and list authors and titles of sources?

☐ **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the
checklist to assess whether students are able to record facts and ideas, using a variety of strategies;
and list authors and titles of sources (see sample blackline master in Appendix E: Checklist and
Comments 1 or 2).

☐ **Learning Logs**

Students complete a self-reflection sheet describing a particular piece of work. Work samples should
be dated to show progress over time. A self-reflection sheet may include the following:

Запис і організація іформації

Ім'я: _____ Дата: _____

Назва проекту: _____

1. Я вживав/вживала _____ для запису інформації.
2. Я вживав/вживала _____ для організації інформації.
3. Я добре зробив/ла дві речі:
    а) _____
    б) _____
4. Річ, яку я міг би/могла б поліпшити, це: _____

SAMPLE **RESOURCES**

- *Динозаври.* Кошарич Л., Сосновська К., Тарнавська І. (упор.). Едмонтон: Міністерство
  освіти Альберти, 1990.

- *Нова 3: Читанка-сходинка. Як і чому.* Білаш О. та інші. Едмонтон: Міністерство освіти
  Альберти, 1995, «Соняшна система», с. 15–22.

- Bibliography template

General Outcome **3**

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

3.3 Organize, Record, and Assess

Specific Outcome

Evaluate Information

Students will be able to

3.3.3 analyze collected information to identify categories or aspects of a topic that need more information

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Journal Reflection
Students write journal reflections, using sentence starters. For example,
- Я хочу більше знати про _____.
- Я не розумію чому...?

Analyzing Group Notes
Students review group notes recorded on the board, delete repeated facts, decide if there is sufficient information and identify topics on which they need more information. They find the missing information and use the notes to write an outline, followed by a report.

Extension: Students use the 5 Ws to determine whether information gathered is complete.

Research Cards
Students work in small groups or pairs to collect information on jot notes, information cards, or research cards. With teacher's support they read and think about their questions as they sort the information into three possible categories: "сміття"—information that is irrelevant, "скарби"— information that is suitable, and "затримати"—information that may be useful at a later time.

Сміття! Не потрібно.

Скарб! Дуже потрібно.

Затримай! Може бути потрібно.

Evaluate Information

Students will be able to

3.3.3 analyze collected information to identify categories or aspects of a topic that need more information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- analyze collected information to identify categories or aspects of a topic that need more information?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to analyze collected information to identify categories or aspects of a topic that need more information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Self-Assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to analyze collected information to identify categories or aspects of a topic that need more information (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

☐ **Conferences**
Confer with students to discuss students' works in progress. Ask questions about the suitability of the information collected and provide feedback and guidance.

SAMPLE **RESOURCES**

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

General Outcome *3*

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

3.3 Organize, Record, and Assess

Specific Outcome

Develop New Understanding

Students will be able to

3.3.4 use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reviewing Gathered Information
With teacher's support students use webs to record key words, phrases and images when conducting research. They then review the information collected and consider new questions to ask about the topic.

KWL Chart
Have students use a KWL chart to guide their research. After completing the chart, they consider new questions to add to their inquiry (W section of the chart). Then students collect information and complete the L section of the chart again.

Specific Outcome

Develop New Understanding

Students will be able to

3.3.4 use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content?

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Rating Scale**

Ім'я _____ Дата _____

Назва проекту _____

Планування

_____ Я зрозумів/ла тему.

_____ Я поставив/ла питання з цієї теми.

Збирання інформації

_____ Я знайшов/ла інформацію.

Запис інформації

_____ Я записав/ла інформацію у вигляді нотаток.

_____ Я записав/ла інформацію своїми словами.

Роздуми над проектом

_____ Я тримався/лася свого плану.

_____ Я відповів/ла на свої питання.

Працюючи над проектом, я придбав/ла такі навички: _____
_____.

Мені ще потрібно працювати над: _____
_____.

SAMPLE **RESOURCES**

- *Велика енциклопедія школяра.* Слабошпицька Л. Київ: Махаон–Україна, 2000.

- *Енциклопедія для наймолодших: Твоя перша енциклопедія.* Київ: Махаон–Україна, 2000.

- KWL chart (see sample blackline master in Appendix D)

| General Outcome 4 | *Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.* | **4.1** Generate and Focus |

Specific Outcome

Generate Ideas

Students will be able to

4.1.1 generate and contribute ideas on particular topics for oral, print, and visual texts, using a variety of strategies

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Sentence Strips
Students list ideas on sentence strips. They use words such as перший, другий, наступний. Then they use a sequence frame to organize their ideas logically.

Sticky Notes
When studying a specific topic, have students record ideas on sticky notes. As a class, they arrange their sticky notes in subcategories. Students then work together to create a text based on the ideas noted.

Collages
When studying a topic, students brainstorm and then make a collage depicting an idea. Then they write a sentence or two about their idea.

Specific Outcome

Generate Ideas

Students will be able to

4.1.1 generate and contribute ideas on particular topics for oral, print, and visual texts, using a variety of strategies *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– generate and contribute ideas on particular topics for oral, print, and visual texts, using a variety of strategies?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to generate and contribute ideas on particular topics for oral, print, and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to generate and contribute ideas on particular topics for oral, print, and visual texts, using a variety of strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.

- *Енциклопедія для наймолодших: Твоя перша енциклопедія*. Київ: Махаон–Україна, 2000.

General Outcome *4*

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

4.1 Generate and Focus

Specific Outcome

Choose Forms

Students will be able to

4.1.2 use a variety of forms for particular audiences and purposes

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reader's Theatre
Working in small groups with the teacher, students choose a popular Ukrainian folk tale to read together. Using the folk tale, they prepare a reader's theatre script, assume characters, and present roles for another Ukrainian class in the school.
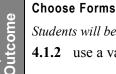
Comic Strips
Students examine a variety of comic strips from Ukrainian sources. They each select a familiar situation and create a five- to eight-frame comic, using several noted expressions.

Story Response Projects
In groups, students read a selection of Ukrainian children's stories and then each select one of the following projects:
–   create a pattern book for young children
–   role-play a story
–   record a reading of the story
–   create an advertisement for the story

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 a variety of forms for particular audiences and purposes?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use a variety of forms for particular audiences and purposes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Portfolios**
Students choose pieces they have composed in a variety of text forms for a variety of audiences. They are encouraged to include sample planners with their final work.

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of forms for particular audiences and purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Peer-Assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to use a variety of forms for particular audiences and purposes (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE **RESOURCES**

- *Гість із неба Святий Миколай*. Волосевич О. А. (ред.-укл.). Львів: Аверс, 2000.

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Pushing the Pencil*: *Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

<table>
<tr><td></td><td>Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.</td><td>4.1 Generate and Focus</td></tr>
</table>

General Outcome *4*

Specific Outcome

Organize Ideas

Students will be able to

4.1.3 develop and arrange ideas in own oral, print, and visual texts, using organizers

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Story Maps

Students use a story map to record important elements of a story they are reading. For example,

Чому?

Як?

Хто? ——— Книжка _____ Що?
Автор _____

Коли?   Де?

5W Chart

Students use a 5W chart to organize ideas from a story or dialogue.

Echo-Acting Activities

Working with a partner, students use the echo-acting activities that accompany the *Nova 4* dialogues as models for writing their own echo-acting activities.

Storyboards

After reading a selected story from the *Ходіть зі мною!* reader, groups of students prepare a visual representation of the story, using text and illustrations (storyboard). Suggested steps for creating a storyboard:
1. Think about the main events in the story.
2. Write a sentence(s) about each event.
3. Number events according to sequence.
4. Draw pictures to accompany each sentence.

Specific Outcome

Organize Ideas

Students will be able to

4.1.3 develop and arrange ideas in own oral, print and visual texts, using organizers
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– develop and arrange ideas in own oral, print, and visual texts, using organizers?

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to develop and arrange ideas in own oral, print, and visual texts, using organizers (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to develop and arrange ideas in own oral, print, and visual texts, using organizers (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Conferences**
Confer with students to assist, direct and assess their use of graphic organizers to develop and plan personal creations.

SAMPLE **RESOURCES**

- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978.

- Graphic organizers (see sample blackline masters in Appendix D)

General Outcome *4*

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

4.2 Enhance and Improve

Specific Outcome

Appraise Own and Others' Work

Students will be able to

4.2.1 share own stories and creations in various ways; and provide feedback to peers, with guidance

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Peer Writing Partners
Students share their own stories during peer conferencing and ask for and provide feedback (e.g., "I was trying to make this part scary. Should I add more scary words or would that be too much?").

Extension: Students provide feedback on other students' work, using sentence starters. For example,
– Мені найбільше сподобалося …
– Я зрозумів/зрозуміла твою роботу …
– Щоб покращити свою працю, ми можемо…

Appraise Own and Others' Work

Students will be able to

4.2.1 share own stories and creations in various ways; and provide feedback to peers, with guidance *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– share own stories and creations in various ways; and provide feedback to peers, with guidance?

☐ **Learning Logs**
Encourage students to review their own creations. With the teacher's help, students fill out a self-reflection questionnaire like the sample below:

Що я думаю про свій твір
Ім'я: _____ Дата: _____
Назва мого твору:
_____
Дві речі, які мені вдалися під час роботи над твором:
_____
Я намагався/лась поліпшити свій твір, вживаючи:
_____
Я планую ще попрацювати над:
_____

☐ **Peer-Assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to share own stories and creations in various ways; and provide feedback to peers, with guidance (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE **RESOURCES**

- *Нова 3: Читанка-сходинка. Один день з мого життя.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.

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

4.2 Enhance and Improve

GRADE
4

Specific Outcome

Revise Content

Students will be able to

4.2.2 revise text to focus on main ideas and relevant information

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Modelling
Students listen and watch carefully as the teacher models revision procedures with grade-appropriate texts on the overhead projector. Use a think-aloud process. Students participate in guided practice as a whole class, in small groups, then individually. They are encouraged to read aloud to themselves. Use self-questions and keep revision records up-to-date when revising work.

Extension: Model revision procedures, using think-aloud to clarify meaning by adding, deleting or rearranging ideas and information. After receiving 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.

Class Checklist
Invite students to provide input in developing a class checklist that can be used to guide revisions during instruction. For example,

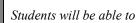| **Перегляд незавершеної праці** |
| --- |
| Ім'я: _____ Дата: _____ |
| Назва: _____ |
| ❑ Я прочитав/ла свою працю вголос. |
| ❑ Я маю досить інформації. |
| ❑ Моя праця змістовна. |
| ❑ Я не вживав/ла ті самі слова багато разів. |
| ❑ Я додав/ла нову інформацію. |
| ❑ Я вибрав/ла відповідні слова. |

Editing Techniques
Students double-space their work to aid revision. Using scissors and tape, they cut and paste text when revising their work.

Extension: Students practise using word processing software to insert, cut and paste text within and between documents.

Revise Content

Students will be able to

4.2.2 revise text to focus on main ideas and relevant information *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– revise text to focus on main ideas and relevant information?

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

☐ **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 a simple annotation telling why they selected particular pieces.

☐ **Self-Assessment Checklist**
Students assess their revising skills, using a checklist developed by the class. For example,

Перегляд роботи: самоперевірка		
Ім'я: _____ Дата: _____		
Назва моєї праці:	Так	Ні
Я прочитав/ла свою працю вголос.	Так	Ні
Я додав/ла нові думки та інформацію.	Так	Ні
Я вилучив/ла зайві думки.	Так	Ні
Я змінив порядок викладу інформації для того, щоб поліпшити зміст праці.	Так	Ні
Я просив/ла допомогти під час наради з однокласниками.	Так	Ні
Я прислухався/лась до пропозицій однокласників.	Так	Ні
Я зробив/ла деякі зміни.	Так	Ні

SAMPLE **RESOURCES**

- Self-assessment and revision checklists

General Outcome *4*

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

4.2 Enhance and Improve

Specific Outcome

Enhance Legibility

Students will be able to

4.2.3 write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; and experiment with the use of templates and familiar software when composing and revising

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Copying
Students look through pieces of final draft handwriting and circle some examples of well-formed letters and words. They then choose a poem on a topic of interest, copy the poem in their best handwriting form and illustrate it.

Extension: Students practise writing legibly in Ukrainian by composing a variety of visual poems (e.g., a Christmas poem written in the form of a Christmas tree).

Class Book
With teacher's support students compose short stories on a topic (e.g., favourite recreational activities). They revise the stories with peers and handwrite them for inclusion in a class book.

Extension: Students create a class book, using computer software.

Greeting Cards
Students study samples of Ukrainian greeting cards brought into class by the teacher and other students. They use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates or attractive stencils in making their cards by hand, or they may use available technology to create cards. They send these cards to their classmates or family members to celebrate special occasions or achievements.

Specific Outcome

Enhance Legibility

Students will be able to

4.2.3 write legibly, using a handwriting style that is consistent in alignment, shape, and spacing; and experiment with the use of templates and familiar software when composing and revising *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising (see sample blackline master in Appendix E: Checklist and Comments 1
or 2).

☐ **Checklist**
Develop a checklist to monitor students' progress in creating neat, legible work and to guide students in increasing their proficiency with script and page formatting. Observe and discuss results with the student. Criteria such as the following may be included:

Підсилюю та поліпшую — самоперевірка		
Ім'я: _____ Дата: _____		
	Так	Ні
Літери мають правильну форму.	❏	❏
Інтервали між літерами однакові.	❏	❏
Інтервали між словами однакові.	❏	❏
Літери мають однаковий розмір.	❏	❏
Всі літери та цифри розміщено рівно в рядок.	❏	❏
Викреслені літери/слова виглядають охайно.	❏	❏
Мої навички комп'ютерного набору й укладання тексту поліпшуються.	❏	❏
Мої друкарські навички поліпшуються.	❏	❏

SAMPLE **RESOURCES**

- *Зошит для письма*. Львів: Світ, 2000.

- *Зошит для письма. Частини 1 і 2*. Львів: Світ, 2000.

- *Мова і розмова.* Юрківська С. Вінніпег: Конгрес українців Канади, 1998. Handwriting samples from Ukraine are included in this resource. Other sources (e.g., personal letters or samples by students from Ukraine or Canada) may also be used.

- Sample greeting cards for a variety of occasions

- Computers with Ukrainian fonts installed

General Outcome *4*

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

4.2 Enhance and Improve

Specific Outcome

Enhance Artistry

Students will be able to

4.2.4 select from a range of word choices, and use simple sentence patterns to communicate ideas and information

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Dramatic Presentation
After reading the story *Червона шапочка* or *Три ведмеді* in class, a group of students with teacher's support dramatizes and presents the story to a Grade 1 class. They write dialogue for the script, decide where to have a narrator, and choose music and sound effects.
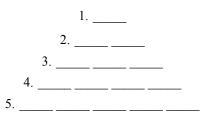
Descriptive Words
When writing a story, students check the class chart of descriptive words to add to their stories. Working in small groups, they practise how to use descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as single words and in phrases.

Story Pyramid
Working with a partner, students choose a story they have read in class and complete a story pyramid using the following format and instructions.

Перший рядок: 1–1 визначення теми.
Другий рядок: 2–2 опис місця та часу розгортання дії.
Третій рядок: 3–3 характеристика персонажу.
Четвертий рядок: 4–4 характеристика події.
П'ятий рядок: 5–5 характеристика ще однієї події.

1. _____
2. _____ _____
3. _____ _____ _____
4. _____ _____ _____ _____
5. _____ _____ _____ _____ _____

Enhance Artistry

Students will be able to:

4.2.4 select from a range of word choices, and use simple sentence patterns to communicate ideas and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– select from a range of word choices, and use simple sentence patterns to communicate ideas and information?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to select from a range of word choices, and use simple sentence patterns to communicate ideas and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer 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.

☐ **Portfolios**
Students choose work samples that reflect their experimentation with word choice and sentence patterns. They highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples.

SAMPLE **RESOURCES**

- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

- *Червона шапочка.* Київ: Махаон–Україна, 2000.

- *Три ведмеді.* Турко К. С. Едмонтон: Міністерство освіти Альберти, 1977.

General Outcome *4*

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

4.2 Enhance and Improve

Specific Outcome

Enhance Presentation

Students will be able to

4.2.5 prepare neat and organized compositions, reports, and charts that engage the audience

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Modelling Layout and Design
Model how to organize the physical layout of a piece of work by using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Students listen as the teacher demonstrates the thinking process.

Illustrated Poetry
After an author study on *Наталя Забіла*, students choose to paint pieces of paper and cut them out in shapes to illustrate poems that they have created.

Brochures
Students produce brochures on their school, province, city or a community that is being studied. A template for a brochure can be prepared on the computer. Students add appropriate text and visuals, then print a hard copy.

Enhance Presentation

Students will be able to:

4.2.5 prepare neat and organized compositions, reports and charts that engage the audience. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- prepare neat and organized compositions, reports and charts that engage the audience?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to prepare neat and organized compositions, reports and charts that engage the audience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to prepare neat and organized compositions, reports and charts that engage the audience (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare neat and organized compositions, reports and charts that engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **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**

- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.

- *Українські народні казки.* Київ: Казка, 2002.

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

Specific Outcome

Grammar and Usage

Students will be able to

4.3.1 edit for complete sentences and to eliminate unnecessary repetition of words

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Combining Simple Sentences

When editing a story with a peer, the student with teacher's support discusses when simple sentences are effective and when they could be combined with "або," "i," "але."

Extension: Students brainstorm connecting words (e.g., потім, тоді, дальше, зараз, тому що, раптом, незадовго) and create a class chart for reference when writing.

Daily Edit

Invite students to edit a daily message, written on the board or overhead, that contains incomplete sentences. As students receive enough practice with this activity, they may assume the responsibility of writing the daily message for the class edit.

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences and to eliminate unnecessary repetition of words.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− edit for complete sentences and to eliminate unnecessary repetition of words?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to edit for complete sentences and to eliminate unnecessary repetition of words (see sample blackline master in Appendix E: Observation Checklist).

☐ **Peer-Assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to edit for complete sentences and to eliminate unnecessary repetition of words (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

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

Specific Outcome

Spelling

Students will be able to

4.3.2 recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Spelling Strategies

Have students practise a variety of spelling strategies. For example,
– if unsure whether or not a word looks right, check the sounds of the alphabet
– when spelling a word, break the word into syllables
– use mnemonic devices, chants, rhymes or visualization to remember how to spell problem words
– use helpful routines, individually or with partners, for studying spelling words (e.g., look at the word, say and visualize the word, write the word, check the spelling, correct errors, repeat the process).

Spelling Logs

Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting and circle words that need to be verified or corrected. They record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:
– Я цього тижня навчився/навчилася... (This week I learned…)
– Я хочу навчитися... (I want to learn…)
– Я не певна/певний... (I am not sure…)

Pronunciation and Spelling

Model correct pronunciation of words and share how words can be easily misspelled if they are not correctly or clearly pronounced. Encourage students to stretch out the pronunciation of troublesome words (e.g., волосся and оповідання), so that they can spell the words correctly.

Peer Editing

Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his or her partner's work. Students read the piece together to identify misspelled words. Reading backward, from the end of the text to the beginning, may help some students focus on the spelling.

Word List

With student input, prepare a class list of irregular words that students have difficulty spelling. This list is displayed in the classroom and added to as new words are encountered. This list may be made into individual student bookmarks (закладки).

Spelling

Students will be able to:

4.3.2 recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- recognize spelling conventions in learned vocabulary, using a variety of strategies, resources, and spelling patterns?

☐ **Spelling Quizzes**
With students, analyze spelling quizzes to determine areas of difficulty and to decide on effective spelling strategies.

☐ **Portfolios**
Students choose a range of written samples that show their progress in spelling over time. They should periodically study their samples to determine their spelling progress and to generate common spelling rules.

☐ **Learning Logs**
Have students respond to their spelling activities in their Learning Logs by answering questions. For example,
1. Why is spelling important?
2. What do you do when you do not know how to spell a word?
3. What do you do when you have not spelled a word correctly?
4. What spelling do you have for _____?

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

- *Буквар. Методичні поради вчителю.* Луцик Д. В., Проць М. М., Савшак А. С. Львів: Світ, 2001.

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
4

Specific Outcome

Capitalization and Punctuation

Students will be able to

4.3.3 use basic writing conventions when editing and proofreading

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Mini-Lessons
Use mini-lessons to teach appropriate use of capitalization and punctuation (e.g., 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 group editing activities. Select samples from among the class (students must give written permission and remain anonymous) or from other classes. Using an overhead, have students insert capital letters and punctuation marks appropriately.

Focus on Dialogue
Students refer to a story they have read to find models for the correct use of quotation marks in dialogue. They view an overhead transparency of a passage from a familiar novel. The passage has a conversation between two characters that has been rewritten without any paragraphing. Students discuss how hard it is to identify the speakers and, after teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.

Choral Reading
Working in small groups, students practise choral readings of passages provided by the teacher. They concentrate on pausing at commas and periods and using appropriate inflections and intonation when encountering question marks and exclamation marks.

Looking for Examples
Working in small groups, students look at selections of Ukrainian children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. The findings are shared and discussed with others.

Capitalization and Punctuation

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use basic writing conventions when editing and proofreading?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use basic writing conventions when editing and proofreading (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students about their proofreading and editing. Provide feedback and encourage accurate punctuation usage. Help students listen to themselves as they read their work to insert appropriate punctuation.

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to use basic writing conventions when editing and proofreading (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Portfolios**
Students select samples of their work that demonstrate their developing skills in proofreading and editing their own written compositions for appropriate use of periods, question marks, and exclamation marks. Work samples should be dated to show progress over time. Use the data to inform instruction.

SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, 1995.

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

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

4.4 Present and Share

GRADE
4

Share Ideas and Information

Students will be able to

4.4.1 present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and non-print aids to enhance the presentation

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Planned Presentations
Have students plan and deliver presentations with teacher's support. For example,
– bring a CD-ROM encyclopaedia from home and show peers how to use it
– share a collection of rocks, explaining where they were found and identifying some types
– make a set of posters to organize their presentation on a topic
– use props (e.g., puppets, flannel boards, costumes, and music) to keep listeners' attention and to maintain interest
– talk about books they have read and tell why they would or would not recommend them to others, using supporting examples from the texts and sentence starters provided by the teacher

Group Plays
When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece. For example,
Student 1:   Tells the title of the play.
Student 2:   Introduces the characters after the play.
Student 3:   Asks the audience what they thought of the play.

Hobby Day
Following a discussion of personal hobbies, students organize a hobby day in which they share their hobbies. With teacher's support students plan and prepare a short one-minute talk and a display to share in class.

Class Chart
With teacher guidance, students create a class chart to help them organize and include categories of important information when sharing news orally. These categories should include хто або що? де? коли? чому? як? Categories may also include personal feelings and connections.

Share Ideas and Information

Students will be able to:

4.4.1 present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and non-print aids to enhance the presentation?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and non-print aids to enhance the presentation (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and non-print aids to enhance the presentation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Portfolios**
Students select presentation materials for their portfolios, including planning outlines, draft copies, cue cards, visual aids, photographs of the presentation, feedback from classmates and self-assessment checklists.

SAMPLE **RESOURCES**

- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.

- *Нова 3: Читанка-сходинка. Один день з мого життя.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

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

4.4 Present and Share

GRADE **4**

Effective Oral and Visual Communication

Students will be able to

4.4.2 describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation, and non-verbal cues

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Guest Greetings
When visitors come to the classroom, students acknowledge their presence by greeting them appropriately. For example,
– Добридень, пане _____.
– Добридень, пані _____.
– Слава Ісусу Христу, отче.
– Вітаємо Вас у нашій школі в нашій школі.

Focus on Volume
Students use an appropriate volume for different classroom activities (e.g., small group work, presentations, art activity, partner work, sports).

Reading with Expression
Students present their own poetry, or a published poem of their choice, and focus on reading with expression.

Extension: When a group of students reads a story, they each use a different voice to match their character.

Extension: While performing a puppet play, one group member narrates in a clear, steady voice that helps the group keep up and also makes it easy for the class to listen to the story.

Effective Oral and Visual Communication

Students will be able to:

4.4.2   describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation, and non-verbal cues?

☐ **Conferences**
Videotape students' oral presentations and use the recording for individual or group conferences. The observation checklist may be used to guide the conference.

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation, and non-verbal cues (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Дванадцять місяців. Малюкам про все на світі*. Львів: Аверс, 1998.

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Classroom Assessment Materials Project (CAMP): Grade 4 English Language Arts.* Edmonton, AB: Alberta Education, 1997—Scoring Criteria for Oral Assessment.

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

4.4 Present and Share

GRADE
4

Attentive Listening and Viewing

Students will be able to

4.4.3 demonstrate appropriate audience behaviours, and show respect for the presenter

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Responding to a Presentation
As a class, students with teacher's support compose questions prior to a speaker's presentation. After the presentation, they respond by using appropriate statements when sharing or commenting on the work of others (e.g., Мені подобається, як ти … Цікаво, чи ти б міг/ могла … .).

Brainstorming
Invite students to brainstorm a list of good listening behaviours. Write these behaviours on chart paper and post them in the classroom. Once students are familiar with these behaviours, they may use them as criteria for self-assessment. A list of listening behaviours may include:

> **Як слухати**
>
> Сиди спокійно. Не розмахуй руками. Не розмовляй.
>
> Прислухайся до ключових слів.
>
> Думай про те, про що говорить доповідач/промовець.
>
> Якщо щось не зрозумів/ла — запитай.
>
> Скажи доповідачеві, що тебе найбільше зацікавило.

Active Listening Chart
Create a chart to cue students to use active listening behaviours. For example,

> **Добрі слухачі**
>
> Зупинися
>
> Дивися
>
> Слухай
>
> Думай
>
> Відповідай

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours, and show respect for the presenter.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– demonstrate appropriate audience behaviours, and show respect for the presenter?

☐ **Self-Assessment Checklist**
Videotape the audience (class) during presentations. With students, view the video and discuss audience behaviours. Individual students complete a self-assessment checklist. For example,

Чи я добре слухав/ла презентацію?	Так	Ні
1. Я мовчав/ла, коли промовець говорив.	❏	❏
2. Я дивився/лась на промовця.	❏	❏
3. Я вживав/ла мову тіла, щоб показати, що я уважно слухаю.	❏	❏
4. Я поставив/ла промовцеві питання за темою презентації.	❏	❏
5. Я уважно слухав/ла питання інших.	❏	❏
6. Я отримав/ла задоволення від презентації.	❏	❏
7. Я допомагав/ла іншим отримати задоволення від презентації.	❏	❏

8. Я продемонстрував/ла добру поведінку, коли:

_____

9. Я можу поліпшити свою поведінку під час слухання за допомогою:

_____

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to demonstrate appropriate audience behaviours, and show respect for the presenter. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Oral Peer-Assessment**
Peers assess student presentations with a strategy such as *Two Stars and an Idea*. For example,

Дві найцікавіші речі в даній презентації були:

   Зірка 1.
   Зірка 2.

Для наступної презентації я порадив би/порадила б:

SAMPLE **RESOURCES**

- *Classroom Behaviour Chart II*. Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.

General Outcome **5**

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

5.1 Develop and Celebrate Community

Specific Outcome

Share and Compare Responses

Students will be able to

5.1.1 understand relationships between their own ideas and experiences and those of others

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Author's Chair
Students use the author's chair to share their story writing with others. Those listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them. For example,
–   Це оповідання дуже цікаве.
–   Мені сподобалося...
–   Ти намалював/намалювала дуже гарні малюнки
–   Ти вживав/вживала...

Personal Response
After reading, listening to, or viewing a text in class, students respond in a personal way to the main idea or message by creating a poster, mobile, diagram, diorama, or by dramatizing. They share their personal responses in class.

Share and Compare Responses

Students will be able to

5.1.1 understand relationships between their own ideas and experiences and those of others *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− understand relationships between his or her own ideas and experiences and those of others?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to understand relationships between their own ideas and experiences and those of others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to understand relationships between their own ideas and experiences and those of others (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.

- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.

- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.

General Outcome **5**

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

5.1 Develop and Celebrate Community

Specific Outcome

Relate Texts to Culture

Students will be able to

5.1.2 examine ideas within stories from oral, print, visual, and multimedia texts from various communities

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Graphic Organizers

As a class activity with teacher guidance, students use a graphic organizer (e.g., a storyboard map or web) to identify the main characters, plot, and settings in a number of stories. For example,

Characters	Setting	Plot	Descriptive Words (to describe one illustration of the story)

Setting Discussion

Using a story set in a different time or place, partners discuss how the setting affects the experiences of the characters.

Video Discussion

After watching a video presentation about different kinds of communities, students talk about what they learned, using sentence starters. For example,

– Цей фільм про _____.
– Три речі, яких я навчився/навчилася це _____, _____ і _____.
– Я також навчився/навчилася _____.
– Я був/була здивований/здивована, що _____.

Cooperative Learning Games

Students play a cooperative learning game called *One and All* that is designed to help them identify similarities and differences. Students can compare books, characters, or cultures and compare their own lives with the lives of characters or events in texts they have listened to, read, or viewed.

Songs

Invite students to read and discuss the lyrics of songs from other cultures that have been translated into Ukrainian. They learn to sing these songs.

Relate Texts to Culture

Students will be able to

5.1.2 examine ideas within stories from oral, print, visual, and multimedia texts from various communities *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- examine ideas within stories from oral, print, visual, and multimedia texts from various communities?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to examine ideas within stories from oral, print, visual, and multimedia texts from various communities (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to examine ideas within stories from oral, print, visual, and multimedia texts from various communities (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to examine ideas within stories from oral, print, visual, and multimedia texts from various communities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.

- *Улюблені вірші. Вірші українських та іноземних поетів.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1994.

- Graphic organizers (see sample blackline masters in Appendix D)

General Outcome **5**

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

5.1 Develop and Celebrate Community

Specific Outcome

Appreciate Diversity

Students will be able to

5.1.3 connect portrayals of individuals or situations in oral, print, visual, and multimedia texts to personal experiences

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Venn Diagram
After writing a personal response to a story, pairs of students share and discuss their responses. Students draw a Venn diagram comparing and contrasting their lives with the main characters' lives.

Letters to Favourite Characters
After reviewing samples of friendly letters and brainstorming with the teacher, students create sentence starters on possible responses to a story read in class. They write a letter to their favourite character (e.g., Лікар Айболить, Пеппі Довга Панчоха). Students may share their letters in small groups.

Sharing Personal Connections
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 Ukrainian on chart/poster paper.

Field Trips
Students participate in field trips to view cultural displays. Prior to the field trips, engage students in various activities (e.g., readings, discussions, and viewing videos). After the field trips, students complete short, simple entries in their Learning Logs in which they compare their own experiences with those of the characters in the texts.

Appreciate Diversity

Students will be able to

5.1.3 connect portrayals of individuals or situations in oral, print, visual, and multimedia texts to personal experiences *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– connect portrayals of individuals or situations in oral, print, visual, and multimedia texts to personal experiences?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to connect portrayals of individuals or situations in oral, print, visual, and multimedia texts to personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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

☐ **Rating Scale**
Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to connect portrayals of individuals or situations in oral, print, visual, and multimedia texts to personal experiences (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE **RESOURCES**

- *Лікар Айболить*. Чуковський К. Львів: Аверс, 2000.

- *Пеппі Довгапанчоха*. Сенюк О. (пер.). Київ: Веселка, 1990.

- Venn diagram (see sample blackline master in Appendix D)

General Outcome **5**

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

5.1 Develop and Celebrate Community

Specific Outcome

Celebrate Special Occasions

Students will be able to

5.1.4 use language appropriate in tone and form when participating in classroom and school activities

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Encouragement

Encourage students to offer words of encouragement to their peers. For example,
– following a readers' theatre presentation by one group, other students write short notes of congratulations
– after a student tells of an accomplishment, other students say, "Ґратулюємо! Молодець!"
– make comments to recognize and praise an author's work on a comments page attached to the back of individually published stories

Honouring Songs

Students learn and practise greetings and sing songs appropriate to particular situations that honour people and events in the Ukrainian community (e.g., Многая літа, вічная пам'ять, Бог Предвічний, Христос Воскрес, Сійся-родися, О, Канадо, Ще не вмерла Україна).

Student of the Week

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 student's strengths and accomplishments. Cards are given to the student to take home for his or her personal collection.

Extension: Students participate in a Student of the Week activity in which they work together to compose a short text based on the student's accomplishments. Scribe students' ideas. When the text is complete, reread it 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.

Celebrate Special Occasions

Students will be able to

5.1.4 use language appropriate in tone and form when participating in classroom and school activities *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use language appropriate in tone and form when participating in classroom and school activities?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use language appropriate in tone and form when participating in classroom and school activities (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use language appropriate in tone and form when participating in classroom and school activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Peer-Assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use language appropriate in tone and form when participating in classroom and school activities during Student of the Week activities (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Grades 4–8*. Regina, SK: Saskatchewan Education, 1995.

- *Ukrainian-English Bilingual Education. Arts Education 4–8: Music Supplement.* Regina, SK: Saskatchewan Education, 2001.

- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.

- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.

Specific Outcome

Cooperate with Others

Students will be able to

5.2.1 appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Roles
Students create a series of posters to tell a story in sequence. They decide on and assign tasks (e.g., who will print the titles, who will create the pictures, and who will write the captions).

Alternative Activity: When doing a reading comprehension assignment, students trade roles for each question (e.g., Student 1 reads the question, Students 2 and 3 search for the answer, Student 4 formulates what will be written).

Cooperative Group Language
Students learn the language they need for cooperative group work by watching and listening carefully as the teacher models the language and behaviours of listening attentively, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for cooperative group work in Ukrainian is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Group Writing
Students work as a group to write a thank-you letter to a guest speaker who visited their classroom. They make use of vocabulary posted in the classroom from a brainstorming session preceding the letter-writing task.

Cooperate with Others

Students will be able to

5.2.1 appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Conferences**
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.

SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 47, 145.

Specific Outcome

Work in Groups

Students will be able to

5.2.2 take roles and share responsibilities as group members

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Research

Before starting research on an animal, students brainstorm possible categories (e.g., habitat, life cycles, food, enemies, caring for young). They then complete a KWL chart. For example,

Що я знаю	Що я хочу знати	Чого я навчився/лась

Each student in the group takes a role in the group's research (e.g., finding and acquiring resources, skimming and scanning for information, note-taking).

Group Presentation Roles

When preparing a group presentation about a particular animal, one student makes an overhead transparency summarizing their ideas, two students work together to make a diorama showing the animal's habitat and another student makes a poster about the animal.

Extension: Students create a poster to present and display in class. One student designs the title, another the illustrations, and two others print up the information.

Work in Groups

Students will be able to

5.2.2 take roles and share responsibilities as group members *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– take roles and share responsibilities as group members?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to take roles and share responsibilities as group members (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to take roles and share responsibilities as group members (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Conferences**
Confer 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.

SAMPLE **RESOURCES**

- *Велика енциклопедія школяра*. Київ: Махаон–Україна, 2000.

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002.

- KWL chart (see sample blackline master in Appendix D)

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
4

Specific Outcome

Use Language to Show Respect

Students will be able to

5.2.3 show consideration for those whose ideas, abilities, and language use differ from own

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Respect Posters
Invite students to help prepare charts of appropriate language showing respect. Post charts in the classroom for future reference (e.g., language ladders posters).

Respectful Cartoons
After reviewing language to show respect and consideration for others' ideas and language abilities, students create personal cartoons that illustrate these concepts. Students use both thought and speech bubbles to make their cartoons explicit.

Use Language to Show Respect

Students will be able to

5.2.3 show consideration for those whose ideas, abilities, and language use differ from own *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– show consideration for those whose ideas, abilities, and language use differ from own?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to show consideration for those whose ideas, abilities, and language use differ from own (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer 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 Notes**
Observe students as they participate in the activity. Note the extent to which students are able to show consideration for those whose ideas, abilities, and language use differ from own. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, 1995.

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Evaluate Group Process

Students will be able to

5.2.4 show appreciation and offer constructive feedback to peers, and seek support from group members

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Appreciative Comments

During group activities, encourage students to make appreciative comments. For example,
– Дякую, що ти мені приніс цю книжку.
– Дякую, що ти принесла олівці, бо я свої забула вдома.

Celebration Wall

Students brainstorm and draw a list of ways they help each other in class every day. Set up a celebration wall where students post sketches, poems, or statements that highlight the ways they were helped and how they helped someone else. Students complete statements, with teacher guidance, and post them on the celebration wall. For example,

Стенд відзнаки
Дата: _____
_____ допоміг/допомогла групі, коли _____
_____
Підпис: _____
Дата: _____
Мені подобалося, коли _____
_____
Підпис: _____
Дата: _____
Я був задоволений/задоволена, коли _____
_____
Підпис: _____

Evaluate Group Process

Students will be able to

5.2.4 show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– show appreciation and offer constructive feedback to peers, and seek support from group members?

☐ **Checklist**
Develop a checklist based on the Focus for Assessment criteria to record students' group behaviours. For example,

Аркуш перевірки праці групи: четвертий клас					
Дата: _____					
Тема: _____					
Імена учнів	Ефективно використовували час	Слухали інших членів групи	Заохочували інших	Пропонували ідеї та думки	Допомагали іншим зрозуміти завдання

☐ **Learning Logs**
Students respond to prompts to write in their Learning Logs. For example,
– До групової праці я додав/додала: _____.
– Групи працюють добре, коли _____.
– Я можу стати кращим членом групи, якщо _____.

☐ **Peer-Assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to show appreciation and offer constructive feedback to peers, and seek support from group members (see sample blackline master in Appendix E: Peer-Assessment Checklist).

(continued)

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

☐ **Self-Assessment**

Use a variety of self-assessments to help students become aware of group expectations and to provide personal information. For example,

---

Групова праця: самооцінка

Дата: _____

Ім'я: _____

Інші члени групи: _____

Зафарбуй клітинки, які характеризують твою працю в групі .

1. Я ставив/ла питання іншим членам своєї групи.

| Завжди | Інколи | Майже ніколи |

2. Я слухав/ла інших членів групи.

| Завжди | Інколи | Майже ніколи |

3. Я дістав/ла нову інформацію від членів групи.

| Завжди | Інколи | Майже ніколи |

4. Я заохочував/ла нову інформацію від членів групи.

| Завжди | Інколи | Майже ніколи |

Зафарбуй клітинки, які характеризують колективну працю в твоїй групі.

1. Ми питали одне одного.

| Завжди | Інколи | Майже ніколи |

2. Ми слухали одне одного.

| Завжди | Інколи | Майже ніколи |

3. Ми навчалися одне від одного.

| Завжди | Інколи | Майже ніколи |

4. Ми заохочували всіх членів нашої групи.

| Завжди | Інколи | Майже ніколи |

Дай відповідь на запитання:

1. Що ти думав/ла перед початком групової праці?

_____

_____

2. Що ти думав/ла після завершення групової праці?

_____

_____

(continued)

Evaluate Group Process

Students will be able to

5.2.4 show appreciation and offer constructive feedback to peers, and seek support from group members *(continued)*

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

Співпраця в групі: самооцінка

Дата: _____

Ім'я: _____

Інші члени групи: _____
(підпис кожного члена групи)

_____, _____, _____, _____

Зафарбуй клітинки, які характеризують працю в твоїй групі.

1. Ми добре використовували час і допомагали одне одному дотримуватися вимог завдання.

| Завжди | Інколи | Майже ніколи |

2. Ми слухали одне одного.

| Завжди | Інколи | Майже ніколи |

3. Ми заохочували одне одного.

| Завжди | Інколи | Майже ніколи |

4. Ми всі пропонували думки та ідеї.

| Завжди | Інколи | Майже ніколи |

5. Ми допомогали всім членам групи зрозуміти завдання.

| Завжди | Інколи | Майже ніколи |

6. Ми справедливо розподіляли роботу.

| Завжди | Інколи | Майже ніколи |

7. Ми допомагали одне одному зосередитися на виконанні завдання.

| Завжди | Інколи | Майже ніколи |

SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, p. 145.

General Outcome *6*

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

6.1 Linguistic Elements

Specific Outcome

Sound–Symbol System

Students will be able to

6.1.1 apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Dictation
On a regular basis, select unfamiliar vocabulary and/or passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write words/passages as they are read. In pairs or small groups, students check their work against a master list and repeat the process with only those words that were problematic or incorrect.

Тайнопис
Students play тайнопис in Ukrainian, using words, phrases, and sentences from familiar themes/topics in the classroom.

Word Study
With student input, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post them in the classroom where students may refer to them during daily reading and writing activities.

Sound–Symbol System

Students will be able to

6.1.1 apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

- *Буквар. Методична розробка. Методичні рекомендації до проведення уроків за Букварем.* Чорна М., Грабар А. Львів: Афіша, 2000.

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome *6*

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

6.1 Linguistic Elements

Specific Outcome

Lexicon

Students will be able to

6.1.2 use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Language Ladders
Working in small groups, students prepare their own language ladders on a familiar theme or add to one prepared by the teacher.

Daily Routines
Prepare a number of daily routines that students can act out. Each group should have the opportunity to act out each routine. If necessary, repeat dialogues or echo-acting activities from previous grades to review necessary vocabulary.

Extension: Students write conversations based on questions and answers in familiar classroom and/or school situations. They role-play the situations.

Sharing Circle
Invite students to participate in a daily sharing circle activity, either at the beginning or end of the school day. The activity provides the opportunity for asking and answering questions and sharing personal information. Students refer to thematic vocabulary charts and the classroom word wall to support conversation.

Grammatical Elements

Students will be able to

6.1.2 use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Videotape students' role-plays and use them for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

SAMPLE **RESOURCES**

- *Таємниця десяти невідомих.* Січовик І. Київ: Сі, 1999.

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.

General Outcome **6**

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

6.1 Linguistic Elements

Specific Outcome

Grammatical Elements

Students will be able to

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

Nouns
− hard, soft, mixed stem
− instrumental singular
− dative singular
Pronouns
− personal (instrumental, dative)
− demonstrative, possessive, interrogative (accusative singular animate, genitive singular, locative singular)
Adjectives
− accusative singular animate
− genitive singular
− locative singular
− comparative and superlative
Verbs
− perfective/imperfective past and future
− ся verbs with dative
Expressions
− of emotions
− at what time
Conjunctions
− comparative
Numerals
− cardinals over 100
− ordinals over 12

      use in **structured** situations, the following grammatical elements:
Nouns
− accusative singular animate
− genitive singular
− accusative plural inanimate
Pronouns
− personal locative
− demonstrative, possessive, interrogative (nominative singular and plural, accusative singular inanimate, accusative plural inanimate)
Adjectives
− noun-adjective agreement
− accusative plural inanimate

(continued)

Grammatical Elements

Students will be able to

6.1.3 use, in modelled and structured situations or independently and consistently, the
specific grammatical elements *(continued)*

Specific
Outcome

Grammatical Elements *(continued)*

Students will be able to

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

Verbs
− present
− present of common reflexives
− imperative
− modal verbs
− past, all genders singular and plural

Adverbs
− of time
− of frequency

Expressions
− date and year
− time

Numerals
− 1–4 plus noun agreement

use in structured situations, **independently** or **consistently**, the following
grammatical elements:

Nouns
− locative singular
− irregular plurals, including pluralia tantum, nominative

Pronouns
− personal genitive

Adjectives
− accusative singular inanimate

Verbs
− future imperfective

Adverbs
− of motion
− of distance
− to express seasons

Expressions
− of appeal

Numerals
− ordinals 1–12

Note: Grammatical elements that the students are able to use independently and consistently are
to be maintained for the duration of the students' bilingual programming.

General Outcome **6**

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

6.1 Linguistic Elements

GRADE
4

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

Emotions Game
Have students play a cooperative game in small groups in which they act out and guess various expressions of emotion based on a class list.

What Time Is It, Mr. Wolf?
Students ask a student selected as the wolf, "What time is it, Mr. Wolf?" The wolf answers with a time and students take the corresponding number of steps toward the wolf. Eventually, the wolf replies "dinner time," and turns around to chase the other students and tag a new wolf.

When I Grow Up
Have students write and illustrate simple books in which they describe different things they would like to do when they are older (e.g., "When I grow up, I will … go on a safari, drive a race car, swim in the Olympics.").

Grammatical Elements

Students will be able to

6.1.3 use, in modelled and structured situations or independently and consistently, the specific grammatical elements *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Свєтлова І. Є. Київ: АСТпрес-ДІКСІ, 2001.

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

6.1 Linguistic Elements

GRADE
4

Specific Outcome

Mechanical Features

Students will be able to

6.1.4 use basic mechanical features correctly, and explore their use for effect.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Modelling
Model the correct use of capital letters and punctuation while scribing language experience charts.

Correcting Errors
Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.

Extension: Have students discuss the effects of correct punctuation on the meaning, tone and voice of the text.

Dialogue Features
Invite students to read a text passage containing dialogue. Students highlight the quotation marks and dialogue.

Highlighting Punctuation
As 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. Make sure that there are many examples involving days of the week, months of the year, пан, панна and пані that are not capitalized.

Mechanical Features

Students will be able to

6.1.4 use basic mechanical features correctly, and explore their use for effect *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– use basic mechanical features correctly, and explore their use for effect?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use basic mechanical features correctly, and explore their use for effect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to use basic mechanical features correctly, and explore their use for effect (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років*. Свєтлова І. Є. Київ: АСТпрес-ДІКСІ, 2001.

General Outcome *6*

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

6.1 Linguistic Elements

Specific Outcome

Discourse Features

Students will be able to

6.1.5 use basic discourse features in oral, print, and visual texts; and explore their use for effect.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Letter Writing
Using sentence starters, students with teacher's support write a letter to a friend or family member, describing an activity or event in their class. Besides using proper letter format, they organize the letter into paragraphs.

Discourse Markers Modelling
Model discourse markers for the class. With teacher's support students create a simple oral dialogue, using one or more discourse markers, and present the dialogue to the class.

Extension: Refer to discourse markers that are used in many of the *Nova 3* echo-acting routines. Some examples include перше, друге, колись, давно ... перед тим, потім. Use an echo-acting routine as a model. Students work in small groups to create their own echo-acting routines, using various discourse markers. These echo-acting routines can be illustrated and presented to the class.

Discourse Features

Students will be able to

6.1.5 use basic discourse features in oral, print, and visual texts; and explore their use for effect *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− use basic discourse features in oral, print, and visual texts; and explore their use for effect?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use basic discourse features in oral, print, and visual texts; and explore their use for effect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use basic discourse features in oral, print, and visual texts; and explore their use for effect. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

- *Нова 4: Повтор-імітація*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome **6**

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

6.2 Language Competence

Specific Outcome

Listening

Students will be able to

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

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Book Talk

With teacher's support students present a short, simple book talk based on a favourite Ukrainian book, using a form such as the following:

Ця книжка називається _____ .
Головні персонажі _____
_____ .
Головна проблема _____ .
Моя улюблена частина _____ .

Listen, Sketch, and Label

Students listen to either a poem or brief passage that is read only twice. They must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.

Extension: After students watch a video, they create pictures or computer graphics to illustrate key points or answer a question posed by the teacher.

School Announcements

As students listen for morning announcements over the school's P.A. system, they focus on the announcements done in Ukrainian. Students must retell the messages they have constructed from the announcements. Discuss the retelling for accuracy.

Classroom Guest

Invite a guest or student who is fluent in Ukrainian to demonstrate a craft or cooking task. Distribute task sheets on which the steps are written in an incorrect order. Students number the steps in the correct order and match pictures of the ingredients and/or materials to their names in Ukrainian.

Listening

Students will be able to

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations?

☐ **Learning 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.

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.

- *Леґенди степових індіянів у лялькових силюетах*. Edmonton, AB: ACCESS Network, 1992.

- Ukrainian-speaking guest

General Outcome **6**

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

6.2 Language Competence

Specific Outcome

Speaking

Students will be able to

6.2.2 produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Halloween Fashion Show
After reading a story about Halloween and reviewing Halloween vocabulary, students dress up in their favourite Halloween costumes. They describe each piece of clothing they are wearing.

Extension: Students dress up as their favourite animal and describe their colour of fur/hair, eyes and so on.

One Minute Presentations
With teacher's support students talk about familiar topics (e.g., their weekend, family, siblings, friends). A timer is set for one minute and during that time, the student can say as much as he or she wants about the topic.

Extension: Students present five things that they are going to take with them on an imaginary trip.

Shared Stories
One student begins to tell an oral story on a familiar theme 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.

Extension: Students work in small groups to prepare role-plays based on themes studied (e.g., in *Nova* dialogues and echo-acting routines).

Speaking

Students will be able to

6.2.2 produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). Criteria might include:
– meaning is clear
– appropriate details are included in questions and answers
– gestures and body language support communication (language competence, attend to form)
– interaction has some sense of fluency and spontaneity (language competence, interactive fluency).

SAMPLE **RESOURCES**

- *Нова 3: Діялоги*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Діялог 3: Приготування до Галовіну».

General Outcome **6**

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

6.2 Language Competence

Specific Outcome

Reading

Students will be able to

6.2.3 read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Identifying the Main Idea
Students read a short story and complete a chart asking for the main idea and one or two supporting ideas (e.g., *Лисичка та журавель)*.

Storyboards
Invite students to read a story together and then write down the beginning, middle and end idea of the story. Students then draw a picture for each idea.

Конструкція оповідання

Малюнок		Малюнок
Головна думка вступу	Головна думка середини	Головна думка кінця

Morning Messages
Invite students to read and comprehend daily morning messages written on the board. The content of the messages can vary to include humorous, informative and interesting facts.

Ukrainian Proverbs
Students read and discuss, with teacher guidance, the meanings of Ukrainian proverbs and sayings highlighted in each of the *Nova 4* units. Students may create posters that illustrate the meanings of these proverbs.

GRADE

4

Specific
Outcome

Reading

Students will be able to

6.2.3 read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Курочка ряба*. Київ: АСТпрес-ДІКСІ, 2000.

- *Цап і баран*. Київ: АСТпрес-ДІКСІ, 2001.

- *Червона шапочка*. Київ: Махаон–Україна, 2000.

- *Природознавство 3*. Байбара Т., Коваль Н. Київ: Освіта, 2001.

- *Івасик-Телесик*. Донецьк: Сталкер, 1999.

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2005.

- *Лисичка та журавель*. Львів: Афіша, 2001.

General Outcome **6**	*Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*	**6.2** Language Competence

Specific Outcome

Writing

Students will be able to

6.2.4 produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Personal Yearbooks
Every month, students add one page to their personal yearbook. Each page is a new idea about myself (e.g., my favourite book, food). At the end of the year, each student has his or her own class yearbook.

Pre-writing Strategies
After brainstorming, webbing or using any other organizational tool, students with teacher's support compose a brief paragraph about the topic.

Writing Instructions
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.

Writing Based on Models
Have students review model texts and write their own texts on a variety of topics. For example,
–   write a short story or poem, using a story or poem studied in class as a model
–   produce a letter after studying friendly letter format, greetings and salutations
–   review descriptive paragraphs and then write their own

Specific Outcome

Writing

Students will be able to

6.2.4 produce spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 7: Динозаври», Вправа 15.

General Outcome **6**

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

6.2 Language Competence

Specific Outcome

Viewing

Students will be able to

6.2.5 view and understand a variety of simple events and/or representations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Traditional Patterns and Symbols
Students view art symbols of Ukrainian *pysanka* and incorporate them in a design or illustration.

Extension: Students view Ukrainian embroidery designs found in different areas of Ukraine (e.g., Hutsul region, Bukovynian region). They choose a simple pattern and embroider a bookmark.

Poster Scenes
Students view a video of Shumka's *Cinderella* and talk about the story. They create a series of posters that depict the key scenes of the video.

Community Visuals
Display posters of Ukrainian events in the school and community and talk about their significance.

Extension: If possible, show slides or pictures of visual signs in the community (e.g., yield, stop, washroom, railroad crossing) and discuss their purpose.

Posters, Announcements and Advertisements
Students view a number of posters, announcements and advertisements for upcoming events in the Ukrainian community. They ask and answer questions about the event. For example,
–   Що відбувається?
–   Коли відбувається?
–   Де відбувається?
–   О котрій годині починається?
–   Хто виступає?

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− view and understand a variety of simple events and/or representations?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to view and understand a variety of simple events and/or representations (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to view and understand a variety of simple events and/or representations (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE **RESOURCES**

- *A Kid's Guide to Decorating Easter Eggs*. Perchyshyn, N. Minneapolis, MN: Ukrainian Gift Shop, Inc., 2000.

- *Meet the Pysanka*. *Color Them Pretty.* Kastl, H. L. St. Louis, MO: E&R Printing Co., 1987.

- *Eggs Beautiful*: *How to Make Ukrainian Easter Eggs*. Kmit, A., Luciow, L., Luciow, J. Minneapolis, MN: Ukrainian Gift Shop, 1979.

- *Pysanka, the Ukrainian Easter Egg* (videocassette). Nowytski, S. (prod.). Minneapolis, MN: Filmart Productions.

- *Український народний одяг. Ukrainian Folk Costume.* Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach, M. J. (illustrators). Toronto, ON: University of Toronto Press, 1992.

- *Українська вишивка. Ukrainian Embroidery Designs*. Zelska, I. Toronto, ON: Harmony Publishing Ltd., 1978.

- Pictures or slides of signs in the community

- Samples of pamphlets, posters and brochures advertising community events

General Outcome **6**

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

6.2 Language Competence

Specific Outcome

Representing

Students will be able to

6.2.6 create multiple representations of the same familiar ideas, events, and/or information

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Graphic Organizers
Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers (e.g., Venn diagrams, webs, mind maps, herringbone maps, concept frames). Then encourage students to use a variety of graphic organizers throughout the year.

Fairy Tales
At the end of a fairy tale unit, students choose their favourite fairy tale and illustrate their favourite part. They write a simple sentence under the picture they draw. All student pictures with captions are compiled into a class book. Students then perform mini-plays of the fairy tales.

Folk Song Rewrite
Students learn or review the Ukrainian folk song "Що будемо їсти?" and, with a partner, rewrite the words of the song using the word bank. For example,

У понеділок – _____.
У вівторок – _____.
У середу – _____.

School Memory Books
Students use a personal disposable camera to take pictures of events at school to create a class memory book. In groups, they prepare simple captions to accompany the photographs. Students then draw and label a map of the school or classroom and share their maps with one another.

Weather Charts
Students graph and chart weather data in Ukrainian as part of their daily opening exercises. They use appropriate weather terms and take turns asking and responding to questions about daily weather patterns. For example,

– Який сьогодні вітер?
– Які сьогодні опади?

Students then create books for lower grades, using the weather vocabulary learned.

GRADE

4

Specific
Outcome

Representing

Students will be able to

6.2.6 create multiple representations of the same familiar ideas, events, and/or information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- create multiple representations of the same familiar ideas, events, and/or information?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to create multiple representations of the same familiar ideas, events and/or information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create multiple representations of the same familiar ideas, events and/or information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Заспіваймо собі. Let's Sing Out in Ukrainian.* Foty, Y., Chepyha, S. Saskatoon, SK: Canuck Publications, 1977.

- *Нова 1: Співанки-руханки* (збірка). Білаш О. (упор.). Едмонтон: Методичний кабінет української мови, 1991.

- *Нова 1: Співанки–руханки* (комплект касет/компакт диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998, «Що будемо їсти?».

- Ukrainian children's magazines (e.g., *Світанок*, *Барвінок*, *Крилаті*, *Готуйсь!)*

- Recipe books or individual recipes in Ukrainian

- Graphic organizers (see sample blackline masters in Appendix D)

General Outcome **6**

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

6.3 Sociocultural/ Sociolinguistic Competence

Specific Outcome

Register

Students will be able to

6.3.1 experiment with formal and informal uses of language in familiar contexts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Role-Playing
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.

Classroom Visitors
Invite Ukrainian senior citizens or grandparents to visit the class. Prior to the visit, model and discuss respectful language and encourage students to use respectful language when interacting with guests.

Posters
With teacher's support students design posters showing appropriate formal and informal 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 guest speaker or class field trip.

GRADE
4

Specific Outcome

Register

Students will be able to

6.3.1 experiment with formal and informal uses of language in familiar contexts
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- experiment with formal and informal uses of language in familiar contexts?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to experiment with formal and informal uses of language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to experiment with formal and informal uses of language in familiar contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Learning Logs**
Students reflect on what they have learned about the use of appropriate words and intonation by recording their thoughts in their Learning Logs. Model the process of reflecting and provide students with sentence starters to assist them. For example,
- Я навчився/навчилася, що треба вживати "ви" замість "ти," коли говоримо із старшою особою.
- Коли я вітаюся зі священиком, я маю казати "Слава Ісусу Христу!" або відповідати "Слава навіки."

SAMPLE **RESOURCES**

- *Пригоди*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «День народження», с. 23–25.
- Ukrainian guests (e.g., senior citizens, grandparents)

General Outcome **6**

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

6.3 Sociocultural/ Sociolinguistic Competence

Specific Outcome

Idiomatic Expressions

Students will be able to

6.3.2 use learned idiomatic expressions in new contexts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Illustrated Idioms

Invite students to illustrate idiomatic expressions in a variety of contexts learned through the year. The illustrations with the accompanying idiomatic expressions can be posted on a class bulletin board entitled "Наша мова зростає."

Idiom Role-Plays

Working in small groups, students role-play simple situations provided to them in which idiomatic expressions can be depicted and practised in a variety of contexts.

Idiomatic Expressions

Students will be able to

6.3.2 use learned idiomatic expressions in new contexts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
−   use learned idiomatic expressions in new contexts?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions in new contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use learned idiomatic expressions in new contexts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Informal Observation**
Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use learned idiomatic expressions in new contexts. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.

General Outcome **6**

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

6.3 Sociocultural/ Sociolinguistic Competence

Specific Outcome

Variations in Language

Students will be able to

6.3.3 experience a variety of accents and variations in speech

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Guest Speakers
If possible, invite a speaker at least once a month to the classroom to read to students or tell stories. Seek speakers who present a variety of voices, dialects and knowledge of the Ukrainian language.

Stories Read Aloud
Students listen to live readings of stories narrated by a variety of Ukrainian speakers.

Extension: Students work with an older buddy student and listen as their buddy reads a story they have written.

Radio Listening
Students listen to weather forecasts on Ukrainian radio stations (on-line), using words or symbols reviewed in class. They record the weather forecast for the upcoming week.

Extension: Students listen to interviews with Ukrainian athletes, authors, actors, and musicians that are aired on Ukrainian radio stations and/or online.

Variations in Language

Students will be able to

6.3.3 experience a variety of accents and variations in speech *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– experience a variety of accents and variations in speech?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of accents and variations in speech. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to experience a variety of accents and variations in speech (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.

- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.

- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.

- Ukrainian Language Education Internet Portal (UKiP) at www.ukip.ca.

- oomRoom Ukrainian Learning Network at www.oomroom.ca.

- Ukrainian radio programs (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba)

- Ukrainian-speaking community resource people

General Outcome **6**

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

6.3 Sociocultural/ Sociolinguistic Competence

Specific Outcome

Social Conventions

Students will be able to

6.3.4 recognize verbal behaviours that are considered impolite

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Greeting Role-Plays

Instruct students on the various forms of informally and formally greeting people. They practise these forms through simple role-plays in the classroom (e.g., informal па-па, привіт, formal добридень, до побачення).

Extension: Students receive instruction on the correct usage of the ви/ти form and practise it. They apply their knowledge when greeting teachers and guest speakers and on field trips.

Courteous Behaviour Role-plays

Provide opportunities for students to role-play situations where different oral forms of address are used for people frequently encountered. Scenarios may be real or imaginary. See suggestions for role-playing below. What would you say to show courtesy when:

– у твоєму класі буде новий учень/нова учениця?
– у коридорі школи ти зустрінеш відвідувача, який запитає, як пройти до канцелярії?
– твій друг хоче, щоб ти грався з ним під час перерви?
– твій учитель питає, де твоє домашнє завдання?
– твоя бабуся просить, щоб ти поміг/помогла їй?

Story Map and Characters

Have students draw a map showing scenes from stories they have read, listened to or viewed that deal with people they frequently encounter. After students draw and cut out the main characters, they move them through locations on the map that represent story events, demonstrating impolite and polite behaviours.

Social Conventions

Students will be able to

6.3.4 recognize verbal behaviours that are considered impolite *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
- recognize verbal behaviours that are considered impolite?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to recognize verbal behaviours that are considered impolite. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Learning Logs**
Students record in their Learning Logs two or three important behaviours that they need to remember and practise when interacting with others in Ukrainian in a variety of contexts. Provide prompts. For example,
- Коли я _____, тоді я мушу _____.
- Мені треба запам'ятати …
- Дуже важливо …

SAMPLE **RESOURCES**

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002.

- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.

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

6.3 Sociocultural/ Sociolinguistic Competence

GRADE

4

Nonverbal Communication

Students will be able to

6.3.5 recognize appropriate nonverbal behaviours for people frequently encountered

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Encounters Brainstorming

Students brainstorm a variety of situations or contexts in which they may encounter other Ukrainian speakers (e.g., concerts, festivals, school exchanges, church). They then make a list of wrong and right nonverbal behaviours for each situation or context.

Courteous Behaviour Role-Plays

Provide opportunities for students to role-play situations using appropriate nonverbal behaviours. Scenarios may be real or imaginary. See suggestions for role-playing below. How would you act to show courtesy when:

– у твоєму класі буде новий учень/нова учениця?
– у коридорі школи ти зустрінеш відвідувача, який запитає, як пройти до канцелярії?
– твій друг хоче, щоб ти грався з ним під час перерви?
– твій учитель питає, де твоє домашнє завдання?
– твоя бабуся просить, щоб ти поміг/помогла їй?

Specific Outcome

Nonverbal Communication

Students will be able to

6.3.5 recognize appropriate nonverbal behaviours for people frequently encountered
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– recognize appropriate nonverbal behaviours for people frequently encountered?

☐ **Learning Logs**
Following a class discussion, have students describe a personal experience they had in which they or someone else used appropriate nonverbal behaviours.

☐ **Conferences**
Conference with students to check on their understanding of appropriate nonverbal behaviours.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to recognize appropriate nonverbal behaviours for people frequently encountered. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 1: Земля».

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002.

General Outcome **6**

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

6.4 Language Learning Strategies

Specific Outcome

Cognitive

Students will be able to

6.4.1   identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information, repeat words, or phrases in the course of performing a language task such as echo acting)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Action Strategy
Model for students how actions can assist in the internalization of vocabulary/phrases (e.g., when learning the *Nova* dialogues, use visual cues to help students recall phrases).

Extension: Students participate in echo-acting activities by repeating words and phrases while at the same time performing appropriate actions.

Word Patterns
Allow students to deduce rules by being directed to look for word pattern endings (e.g., the endings ий, -a, -e, -i in the words хата, велика, біла, висока, кіт, великий, білий, чемний, око, мале, кругле, біле, штани, сині, довгі, теплі).

Graphic Organizers
After using graphic organizers to organize information and ideas, with teacher's support students reflect on the effectiveness of graphic organizers in enhancing their language learning.

Using Rhythm and Beat
To a rhythmic beat (e.g., clapping, snapping), conjugate a verb and have students repeat it (e.g., while snapping, say "Я граю …", students repeat "Я граю …"). After students are more proficient with conjugating the verb leave out the correct conjugated verb and students must fill it in. For example,
– Teacher: "Ми"
– Student: "граємо"

Personal Dictionaries
Students create and maintain personal dictionaries. As new Ukrainian words are learned, students enter the words into their dictionaries along with drawings, illustrations or magazine clippings.

Cognitive

Students will be able to

6.4.1 identify and use a variety of cognitive strategies to enhance language learning
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
−   identify and use a variety of cognitive strategies to enhance language learning?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to identify and use a variety of cognitive strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of cognitive strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

- Graphic organizers (see sample blackline masters in Appendix D)

General Outcome **6**

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

6.4 Language Learning Strategies

Specific Outcome

Metacognitive

Students will be able to

6.4.2 identify and use a variety of metacognitive strategies to enhance language learning (e.g., make a plan in advance about how to approach a language learning task)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reporting

Post a simple text at the front of the room. Divide students into groups and tell them that they have to work together to read the text and go back to their seats to summarize it. Have the groups discuss strategies for remembering the text (e.g., looking for key words). With teacher's support students then take turns going to the front and reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide students with the original text from the front of the room and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.

Learning Logs

At various stages of a lesson (i.e., before, during, and after), have students write about their learning in a log, including things such as:

Before beginning a unit or lesson:
−   What do I think I will learn?
−   What do I already know about the topic?
−   What do I hope we will do during this lesson?

During the lesson:
−   What things have I enjoyed the most?
−   What things do I have trouble with or need to work on?
−   How can I improve?

After the lesson:
−   What strategies did I use?
−   What things do I still need to work on?
−   How have I used what I learned outside of school?

Metacognitive

Students will be able to

6.4.2   identify and use a variety of metacognitive strategies to enhance language
learning *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
−   identify and use a variety of metacognitive strategies to enhance language learning?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of metacognitive strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Conference with students to share observations and to invite students to share their personal reflections on their progress as Ukrainian language learners. Discuss with students the areas they have identified for improvement and provide direction, encouragement and feedback.

☐ **Self-Assessment Checklist and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to identify and use a variety of metacognitive strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

General Outcome **6**

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

6.4 Language Learning Strategies

GRADE

4

Specific Outcome

Social/Affective

Students will be able to

6.4.3 identify and use a variety of social and affective strategies to enhance language learning (e.g., work cooperatively with peers in small groups)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Constructive Feedback
Have students exchange a written piece with their classmates. After reading, students ask their peers for feedback and work together to improve the text. Encourage students to recognize that making mistakes is a natural part of language learning.

Work Together to Interpret
Divide students into groups and have them work together to interpret a short text in Ukrainian. Encourage students to work in a variety of different groupings with a variety of different students. Every student in the group takes a turn reading the text before they begin. Have the student summarize the text and present his or her summaries to the rest of the class.

Rewarding Learning
Have students brainstorm possible rewards for learning and create a rewards list (e.g., a food day when they get to sample various Ukrainian foods, time to view Ukrainian cartoons).

Social/Affective

Students will be able to

6.4.3 identify and use a variety of social and affective strategies to enhance language learning *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify and use a variety of social and affective strategies to enhance language learning?

☐ **Informal Observation**
Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Offer feedback, encouragement, and praise as needed.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

General Outcome 6

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

6.5 Language-Use Strategies

GRADE
4

Specific Outcome

Interactive

Students will be able to

6.5.1 identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Total Physical Response (TPR)
Invite students to participate in total physical response (TPR) activities.

Conversing in Groups
Divide students into groups to have short conversations with each other on pets, hobbies and so on. Encourage students to use strategies such as interpreting nonverbal clues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, using circumlocution or repeating part of what someone has said to confirm understanding.

Brainstorm
Invite students to brainstorm a list of the qualities of a good listener and a good speaker. These qualities are written on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference.

Keep on Talking
Divide students into pairs to speak in Ukrainian to one another for as long as possible without using any English words. Have them use circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for their partner's understanding (e.g., "Am I making sense?").

GRADE
4

Specific
Outcome

Interactive

Students will be able to

6.5.1 identify and use a variety of interactive strategies *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify and use a variety of interactive strategies?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interactive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 4: Робот заблудив».

General Outcome **6**

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

6.5 Language-Use Strategies

Specific Outcome

Interpretive

Students will be able to

6.5.2   identify and use a variety of interpretive strategies (e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Rebus Readings

Invite students to listen to, read and produce rebus readings. This process will enhance their knowledge, allowing them to practise making predictions and to reflect on prior knowledge and experiences.
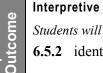
Picture Predictions

Students carefully view the pictures of a new *Nova* dialogue that has not yet been presented. They make predictions about the dialogue based on previous dialogues, personal experience and the visual cues in the dialogue pictures.

Learning in Context

Model the strategy of using context to understand the meaning of a word. Introduce a new word independent of a sentence and have students guess its meaning. Then use the word in a sentence. The class discusses how they were able to understand once the word was used in context.

Summarizing Text

Divide students into groups and have them read a text and summarize it. Have the groups use strategies such as preparing questions to help them note information found in the text (e.g., 5 Ws and 1 H), looking for key words and rereading several times to improve understanding.

GRADE

4

Specific
Outcome

Interpretive

Students will be able to

6.5.2 identify and use a variety of interpretive strategies *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify and use a variety of interpretive strategies?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interpretive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Self-Assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE **RESOURCES**

- *Нова 4: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 2003.

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

- Recordings of Ukrainian folk or contemporary songs

General Outcome **6**

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

6.5 Language-Use Strategies

Specific Outcome

Productive

Students will be able to

6.5.3 identify and use a variety of productive strategies (e.g., use various techniques to explore ideas at the planning stage in graphic organizers)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Writing from Patterns and Models
After viewing different cultural texts (e.g., alphabet books, numerical books, or holiday books), students with teacher's support create their own texts following a chosen pattern.

Extension: After studying a poetic form, students follow the patterns found in the poem as a model for writing their own poem.

Sentence Starters
Provide students with familiar sentence starters in written form that include key vocabulary for classroom routines. Have students complete the sentences to form a paragraph or list of instructions.

Repeating a Pattern
Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have students use the sentence pattern to create their own poems and songs.

The Writing Process
After viewing different examples of basic familiar fables or fairy tales, have students create their own texts with illustrations following a chosen pattern. Students follow the writing process (prewriting, writing, revisions, correction, and publication). Encourage students to apply grammar rules to improve their texts and to avoid difficult structure by rephrasing. Have students use a variety of resources in the classroom (e.g., personal and commercial dictionaries, word charts and grammar charts) to edit and revise their texts.

Specific Outcome

Productive

Students will be able to

6.5.3 identify and use a variety of productive strategies *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify and use a variety of productive strategies?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **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.

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

- *Улюблені вірші. Популярні дитячі вірші українських поетів.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.

- *Буквар. Методична розробка. Методичні рекомендації до проведення уроків за Букварем.* Чорна М., Грабар А. Львів: Афіша, 2000.

General Outcome **6**

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

6.6 General Learning Strategies

GRADE
4

Specific Outcome

Cognitive

Students will be able to

6.6.1 identify and use a variety of cognitive strategies to enhance general learning (e.g., focus on and complete learning tasks)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Remembering Prefixes
Students use their knowledge of prefixes to help them remember words (e.g., неділя, понеділок, летіти, відлетіти).

Mnemonic Devices
Ask students to create a mnemonic device to remember grammar rules or vocabulary (e.g., preposition song). The mnemonic devices are shared, and students choose the one they believe is the best. They use the device of their choice to remember the concept.

Inquiry Process
With teacher's support students research a topic and create a presentation. Before beginning their research, have students write questions to guide their research in a KWL chart. For example,

Що я знаю	Що я хочу знати	Що в вивчив/вивчила

Have students access and use a variety of information sources (e.g., libraries, the Internet, people in the community and professional organizations).

Extension: Have students use word maps, mind maps, diagrams, and/or other graphic organizers to make information easier to understand and remember.

GRADE
4

Specific Outcome

Cognitive

Students will be able to

6.6.1 identify and use a variety of cognitive strategies to enhance general learning
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify and use a variety of cognitive strategies to enhance general learning?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Резерва Сарсі: Індіянська громада. Sarcee Reserve: An Indian Community.* Manywounds, M. et al.; Kotsiubynska, M. (Ukrainian transl.). Edmonton, AB: Les Éditions Duval Inc., 1993.

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 10: Форель».

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

- Graphic organizers (e.g., KWL chart [see sample blackline masters in Appendix D])

General Outcome *6*

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

6.6 General Learning Strategies

GRADE **4**

Specific Outcome

Metacognitive

Students will be able to

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning (e.g., divide an overall learning task into a number of subtasks, with guidance)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Evaluation

Before beginning a group activity, students work together to develop criteria for evaluating their own work. Have them write these criteria down and use them later in the self-assessment of their finished work. (Note: group evaluation can be done in English as it is a metacognitive strategy).

Extension: Invite students to contribute their ideas when creating class charts (e.g., what a good reader/writer does).

Planning for a Task

Before beginning a task, have students plan the steps they will take to complete the task (e.g., with teacher's support students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present their play). They jot down different jobs they need to do (e.g., making the backdrop, getting materials). They write the process in their Learning Logs to check their own process and also to see if they have followed their plan.

Specific Outcome

Metacognitive

Students will be able to

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify and use a variety of metacognitive strategies to enhance general learning?

☐ **Self-Assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to identify and use a variety of metacognitive strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal Setting).

☐ **Informal Observation**
Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and use a variety of metacognitive strategies to enhance general learning. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

General Outcome **6**

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

6.6 General Learning Strategies

Specific Outcome

Social/Affective

Students will be able to

6.6.3 identify and use a variety of social and affective strategies to enhance general learning (e.g., choose learning activities that enhance understanding and enjoyment)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cooperative Phrases
Invite students to brainstorm words and phrases to assist them in working cooperatively with other students. For example,
– прошу повторити…
– тепер моя черга…
– прошу подати…

Post these phrases in the classroom for future reference.

Group Problem Solving
Have students design board games for the bilingual Grade 1, 2 and 3 classes. They have to make decisions on what materials they are going to use, what concepts they are going to reinforce and so on. When they encounter an issue or problem, they follow a simple problem-solving model to find a solution. Encourage students to take risks, even though they might make mistakes.

Free Exploration
Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and allow students to choose a resource to use. Encourage students to follow their natural curiosity to choose a topic.

Specific Outcome

Social/Affective

Students will be able to

6.6.3 identify and use a variety of social and affective strategies to enhance general learning *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− identify and use a variety of social and affective strategies to enhance general learning?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Conference with individual students or a group of students to share observations, encourage students and provide guidance and feedback.

☐ **Peer-Assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

General Outcome 7 | *Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.1** Self-Identity

Specific Outcome

Understanding Self-Identity

Students will be able to

7.1.1 identify influences on development of their own self-concept and self-identity

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Acrostic Poem

Students write their name vertically in Ukrainian. Beside each letter in the name, they write a word to describe themselves. For example,

Т – Терпеляча
А – Активна
Н – Настирлива
Я – Ясна.

Student of the Week

With teacher's support students use pictures from magazines to create a picture collage of the Student of the Week. Students also contribute a sentence about why this person is special and present it to the student. At the same time, the student writes sentences that explain why he or she is special.

Autobiography Poster/Collage

With teacher's support students prepare a poster or collage autobiography that highlights their personal strengths, talents, abilities, and interests. Have students focus on people and events that have had a strong influence on their selves-concept and self-identity. Students share their autobiographies in class.

Understanding Self-Identity

Students will be able to

7.1.1 identify influences on development of own self-concept and self-identity
(continued)

Focus for Assessment

Does the student
– identify influences on development of his or her own self-concept and self-identity?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify influences on development of own self-concept and self-identity (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to identify influences on development of their own self-concept and self-identity. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Confer with students, using anecdotal notes to guide discussion of students' participation in and understanding of the development of their selves-concept.

- *Нова 4: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альбери, 2005, «Навчальний розділ 12: Повернення додому».

| General Outcome **7** | *Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.1** Self-Identity |

Specific Outcome

Developing Positive Self-Identity

Students will be able to

7.1.2 learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Positive Characteristics
Identify a positive character quality for students to practise for the month using a vocabulary list (e.g., respect, self-esteem). Provide students with criteria for displaying this character quality. Keep a checklist and at the end of the month, all students who met the criteria receive a certificate.

Student VIPs
Recognize each student as a VIP. With parental, family, or community involvement, the student identifies his or her own strengths and abilities. The student's successes are displayed.

Personal Photo Essay
With teacher support, students create a personal photo essay of their lives, using photographs with short captions to accompany each photograph. Students share their photo essays in class.

Developing Positive Self-Identity

Students will be able to

7.1.2 learn that respect for oneself is essential, and understand that self-concept is
determined by external and internal forces *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
−   learn that respect for oneself is essential, and understand that self-concept is determined by
external and internal forces?

☐ **Portfolios**
Students choose work samples that demonstrate personal and academic strengths, and state why a
particular piece of work was selected to represent their own strengths and abilities.

☐ **Conferences**
Confer with students to discuss their understanding of their own strengths and abilities. Address any
discrepancies between the student's self-assessment reports and the behaviours that are observed.

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the
activity. Students use the checklist to determine whether they are able to learn that respect for oneself
is essential, and understand that self-concept is determined by external and internal forces
(see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

•   Digital or disposable cameras or student family photographs

General Outcome 7

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to

7.1.3 recognize and appreciate various elements of Ukrainian language and culture

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Ukrainian Cultural Events
Students attend various Ukrainian cultural events in their local communities. For example,
– a Ukrainian cultural art exhibit
– a children's Shumka production

Ukrainian Celebrations
Invite students to brainstorm a list of special Ukrainian celebrations and events. Each student chooses an event and creates a poster, using symbols or drawings and Ukrainian words and phrases. Students present their posters to the class and discuss the celebrations. Encourage students to
– ask questions of one another
– volunteer information about their own families and communities
– speculate about reasons for particular customs or behaviours
– volunteer information they have discovered about the Ukrainian language and culture

GRADE
4

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to

7.1.3   recognize and appreciate various elements of Ukrainian language and culture
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
–   recognize and appreciate various elements of Ukrainian language and culture?

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to recognize and appreciate various elements of Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Learning Logs**
After each activity, students record personal reflections in their Learning Logs. Review these entries and provide positive feedback and support where needed.

☐ **Conferences**
Confer with students to discuss participation in and recognition and appreciation of the Ukrainian language and culture.

SAMPLE **RESOURCES**

- *Зошит з християнської етики.* Тернопіль: Мандрівець, 2000.
- Local cultural events and celebrations (e.g., festivals, concerts, exhibits)
- Ukrainian websites (e.g., oomRoom Ukrainian Learning Network at www.oomroom.ca)

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to

7.1.4 participate in activities that promote and celebrate the bilingual/multicultural education experience

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Multicultural/Heritage Day
Students participate in a multicultural day organized in the school or local community. Teach students a traditional dance or dance steps (e.g., коломийка, похід складний) to perform at the event.

Extension: Students participate in a cultural food day (i.e., *Borstch* day).

International Track and Field Event
Students participate in an international track and field event organized by the school. Each class (team) chooses a country they will represent. In small groups, students research and draw the flag of that country as well as a banner for their team. Students may also participate in a variety of activities related to that country (e.g., read folk tales from that culture, prepare a recipe, create an informational poster).

Cultural Exchange
Students participate in an exchange with another bilingual class and share a cultural activity, dance, art idea, or song.

Valuing Bilingualism/Multiculturalism

Students will be able to

7.1.4   participate in activities that promote and celebrate the bilingual/multicultural education experience *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– participate in activities that promote and celebrate the bilingual/multicultural education experience?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in activities that promote and celebrate the bilingual/multicultural education experience (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to participate in activities that promote and celebrate the bilingual/multicultural education experience while participating in planning an International Track and Field Event. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Пісня души. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

Specific Outcome

Historical Elements

Students will be able to

7.2.1 explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture (e.g., the first wave of immigrants, settlement areas)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Immigration Research
As a class activity, students research Ivan Pylypiw and Vasyl Eleniak and their immigration to Canada. As a follow-up activity, students take a field trip to the Ukrainian museum or OSEREDOK (the Ukrainian Cultural and Educational Center), Winnipeg, Manitoba.

Interviews
Students interview their parents, grandparents or classroom guests who are new immigrants or are from first or second generation Ukrainian families. They trace the family's history or journey on a map of Canada or the world and learn about their experiences growing up in a Ukrainian community.

Alternative Activity: Students listen as a guest speaker talks about the history of a Ukrainian community in Manitoba and how this community has evolved.

Venn Diagram
Students, with teacher guidance, prepare questions to ask guest speakers. After hearing a number of accounts, students work in groups to prepare a Venn diagram comparing the experiences of immigrant families. For example,

Родини нових іммігрантів

Родини другого або третього покоління

Specific Outcome

Historical Elements

Students will be able to

7.2.1 explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture (e.g., the first wave of immigrants, settlement areas) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture (e.g., the first wave of immigrants, settlement areas)?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Self-Assessment and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

☐ **Conferences**
Confer with students to discuss and provide feedback regarding students' participation and experiences in traditional Ukrainian language and cultural activities.

SAMPLE **RESOURCES**

- *Срібні нитки*. Форчук Скрипух М. Едмонтон: Методичний кабінет української мови, 1996.

- *Село спадщини української культури. Ukrainian Cultural Heritage Village*. Bilash, R. Edmonton, AB: Friends of the Ukrainian Village Society, 1989.

- Venn diagram (see sample blackline master in Appendix D)

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

Specific Outcome

Contemporary Elements

Students will be able to

7.2.2 explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture (e.g., monuments, art work, buildings)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Landmarks of Ukrainian Communities
Working in cooperative learning groups, students map out a possible tourist route to view the contemporary choices of sculpture and landmarks of Ukrainian communities well-known within Manitoba;

Extension: Students explore websites to find out more about Ukrainian monuments, artwork or buildings across Canada.

Contemporary Music
Invite students to listen to Ukrainian contemporary music on a daily basis. Students record the names of the songs they listen to as well as the performing artists. They rate their enjoyment of each song, using the five-star system.

Extension: After listening to a number of contemporary Ukrainian songs, students compare and contrast contemporary music from a North American versus a Ukrainian perspective.

Contemporary Elements

Students will be able to

7.2.2 explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture (e.g., monuments, art work, buildings) *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Conferences**
Confer with the students to discuss and provide feedback regarding students' participation and experiences in contemporary Ukrainian language and cultural activities.

SAMPLE **RESOURCES**

- Recordings of contemporary Ukrainian music

General Outcome 7

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

Specific Outcome

Diversity

Students will be able to

7.2.3 explore diversity of the Ukrainian language and culture in the immediate environment

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Many Different Terms
Students brainstorm alternative words for commonly used items. For example,
− картопля → бараболя
− ручка → перо
− капці → пантофлі

Food Then and Now
Students explore changes in Ukrainian food from the past to the present (e.g., cabbage rolls were made of buckwheat and now they are mostly made of rice). Some changes have occurred due to international travel and the availability of ingredients.

Extension: Students explore the different foods children eat in Ukraine (e.g., past—garden foods; present—access to fast-food restaurants in city centres).

Ukrainian Media
To show diversity in language, provide opportunities for students to view Ukrainian television programs and videos or listen to Ukrainian radio programs. Also invite a variety of guest speakers to present or read to students. Students share how speech, vocabulary and pronunciation influence one's understanding.

"Многая Літа"
Students learn a variety of different versions of "*Многая літа.*" Explain when and where some of them are sung.

Traditions
When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents, asking how they celebrated Christmas or Easter when they were young. Students share the information gathered with their classmates.

Diversity

Students will be able to

7.2.3 explore diversity of the Ukrainian language and culture in the immediate
environment *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– explore diversity of the Ukrainian language and culture in the immediate environment?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore diversity of the Ukrainian language and culture in the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

☐ **Learning Logs**
After each activity, students record personal reflections regarding the diverse elements of the Ukrainian language and culture. Review these entries and provide positive feedback and support where needed.

☐ **Conferences**
Confer with students to discuss and provide feedback regarding students' skills at identifying diverse elements of the Ukrainian language and culture.

SAMPLE **RESOURCES**

- Recordings of different versions of "Многая літа"

- Copies of menus from fast-food restaurants in Ukrainian

- Recordings of Ukrainian radio and television programs (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba).

- Ukrainian-speaking guests

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

Specific Outcome

Change

Students will be able to

7.2.4 explore and reflect on change within their own family and community

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Changing Traditions
Students explore how in the past, the 12 meatless dishes were not always served for Christmas Eve supper because not all food ingredients were available. In the present, some families still celebrate Christmas Eve supper with the 12 meatless dishes and some families do not.

Extension: Have students share traditions that have changed in their own family or discuss traditions that have changed over time in their community.

Guest Speaker
Invite guests from the community (e.g., Ukrainian grandparents) to discuss the lifestyles of people in the past. Create a Venn diagram to compare and contrast an aspect of life today with the past (e.g., household chores and responsibilities, school).

Sketches of the Past
Students make sketches to illustrate scenes from the lives of people in the past. They share their sketches with classmates in groups. Discussions centre on how people's actions and lifestyles change to accommodate the changing needs of people. For example,
– Колись люди...
– Сьогодні ми...

Change

Students will be able to

7.2.4 explore and reflect on change within their own family and community *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– explore and reflect on change within her or his own family and community?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore and reflect on change within their own family and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore and reflect on change within their own family and community (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to determine their skill in reflecting on and identifying changes in the Ukrainian language and culture over time. Provide feedback and guidance.

SAMPLE **RESOURCES**

- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Свята», с. 93–114.

- Saskatchewan Student Exercises, pp. 210–217.

- Venn diagram (see sample blackline master in Appendix D)

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

Specific Outcome

Positive Group Membership

Students will be able to

7.3.1 encourage and support classmates and schoolmates

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Role-plays

Students work in pairs to role-play a situation in which one person requires assistance from another (e.g., a new student to the school, a person with crutches). Encourage students to share how they helped each other and how they felt when they were helping
(e.g., Я допоміг Тарасові...).

Charity Drives

With teacher's support students work in small groups to organize a food bank drive. One group prepares posters in both English and Ukrainian. Another group prepares a write-up for a school newsletter. Use this experience to stimulate students to encourage and support their classmates and schoolmates.

Extension: Students collect items (e.g., school supplies) for an orphanage in Ukraine. They include personal letters and cards for the children.

Using Positive Feelings and Sentiments

Invite students to brainstorm a list of positive feelings and sentiments that they could share with
– parents
– friends
– classmates
– teachers

Using these words and phrases, students design thank-you cards to express appreciation to others.

GRADE
4

Specific
Outcome

Positive Group Membership

Students will be able to

7.3.1 encourage and support classmates and schoolmates *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– encourage and support classmates and schoolmates?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to encourage and support classmates and schoolmates. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Learning Logs**
Students respond to prompts and write in their Learning Logs. Prompts include:
– Щоб допомогти своєму партнерові, я _____.
                                     (що зробив/зробила)
– Щоб допомогти своєму партнерові, я _____.
                                     (його слухав/її слухала)
– Щоб допомогти своєму партнерові, я _____.
                                     (подавав/подавала ідеї)

☐ **Conferences**
Confer briefly with individual students, noting the following:
– engagement in cooperative learning tasks
– interest in and enthusiasm for the task
– interest in classmates' contributions

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

Specific Outcome

Appreciating Diversity

Students will be able to

7.3.2 explore diversity in the immediate and local community, and reflect on its significance to their selves

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Community Diversity

Lead students in brainstorming ideas of how communities are diverse (e.g., different churches of ethnic origins built within the community). Students then find examples to illustrate diversity. Information on various communities can be gathered on the Internet, in local community newspapers or through interviews with community members.

Extension: Students appreciate diversity by comparing rural and urban Ukrainian communities.

Family Celebrations

Lead the class in a discussion of how students' families celebrate special events (e.g., birthdays, Christmas and Easter). As students share their family traditions, note students' ideas on chart paper.

Extension: Invite students to brainstorm a list of survey questions to ask classmates to gather information about how special events (e.g., birthdays) are celebrated by their families.

A Day in My Life

Students use magazines to create collages portraying a day in their life. They share and interpret their collages to the class and discuss similarities and differences between the collages.

Appreciating Diversity

Students will be able to

7.3.2 explore diversity in the immediate and local community, and reflect on its significance to self *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− explore diversity in the immediate and local community, and reflect on its significance to her or his self?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore diversity in the immediate and local community, and reflect on its significance to their selves (see sample blackline master in Appendix E: Observation Checklist).

☐ **Informal Observation**
Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explore diversity in the immediate and local community, and reflect on its significance to their selves. Offer feedback, encouragement, and praise as needed.

☐ **Learning Logs**
Respond to students' Learning Logs to help them identify and clarify their understanding of diversity in their community. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore diversity in the immediate and local community, and reflect on its significance to their selves (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

• Magazines and newspapers

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

Specific Outcome

Appreciating Similarity

Students will be able to

7.3.3 explore similarities between members of the local community, and reflect on the significance of this to their selves

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Holiday Celebrations

With teacher's support students choose a holiday (e.g., Canada Day, Mother's Day, Father's Day, St. Nicholas' Day, Christmas, Easter), and make a chart of the similarities in how these holidays are celebrated in Canada by various cultures.

Extension: With teacher's support students research the Christmas traditions practised by people of another culture and compare the similarities to Ukrainian Christmas traditions.

Field Trips

Students are encouraged to attend multicultural concerts and celebrations (e.g., a Christmas around the world concert), either during or after school hours. They report back to class about their experiences. Have students discuss similarities between the cultural celebrations in the local community and their own and reflect on the significance of this as a citizen of the community.

Specific Outcome

Appreciating Similarity

Students will be able to

7.3.3 explore similarities between members of the local community, and reflect on the significance of this to their selves *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– explore similarities between members of the local community, and reflect on the significance of this to his or her self?

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore similarities between members of the local community, and reflect on the significance of this to their selves (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore similarities between members of the local community, and reflect on the significance of this to their selves (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore similarities between members of the local community, and reflect on the significance of this to their selves. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- Posters, brochures, announcements about upcoming local multicultural events
- Graphic organizers and charts (see sample blackline masters in Appendix D)

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

Specific Outcome

Contributing to Community

Students will be able to

7.3.4 demonstrate a desire to assist others, and contribute to classroom or community activities

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

School Clean-up
As part of a Grade 4 science unit, students organize a schoolyard clean-up.

Roles and Responsibilities
Lead students in a discussion about the roles and responsibilities Grade 4 students might have in their home, school and community. Record student contributions on the board. With teacher's support students create a web entitled "Мої обов'язки" showing 5–10 responsibilities they have at home, at school and in the community.

Community Role Models
Share a biography about an interesting community athlete, scientist, author, musician or artist, preferably of Ukrainian descent, highlighting how he or she has contributed to the community. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, prepare an illustrated timeline or create a collage, using words and phrases highlighting that person's talents and contributions). Students invite other classes to visit and view their work and, if possible, invite the community role model to talk to the class.

Contributing to Community

Students will be able to

7.3.4 demonstrate a desire to assist others, and contribute to classroom or community activities *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
–   demonstrate a desire to assist others, and contribute to classroom or community activities?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to demonstrate a desire to assist others, and contribute to classroom or community activities (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to demonstrate a desire to assist others, and contribute to classroom or community activities. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

☐ **Informal Observation**
Observe students as they participate in the activity. Make mental notes on the extent to which students are able to demonstrate a desire to assist others, and contribute to classroom or community activities. Offer feedback, encouragement, and praise as needed.

SAMPLE **RESOURCES**

*   *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002.

*   *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

Specific Outcome

Responsible Citizenship

Students will be able to

7.4.1 respect the feelings, rights, and property of others; and accept responsibility for own actions

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Role-play and Discussion
Students work in pairs and act out a situation where someone is respecting or not respecting the feelings and rights of others. For example,
– не спитавши – взяти чиїсь речі/taking someone's belongings
– робити якусь працю в клясі/doing classroom jobs
– залякувати інших учнів/bullying other students

Have students discuss why it is important to respect the feelings, rights and property of others (e.g., What happens when they do not do their classroom jobs?).

Classroom Rules
Elicit student input in establishing classroom rules and consequences for not following the established rules. After students have voted to accept the rules and consequences, post them in the classroom for future reference.

Responsible Behaviour Posters
Record student responses in Ukrainian to a discussion about responsible behaviour during lunch time, class time or during an upcoming field trip. Students design a mini-poster, using do's and don'ts in Ukrainian to promote responsible behaviour.

Responsible Citizenship

Students will be able to

7.4.1 respect the feelings, rights, and property of others; and accept responsibility for own actions *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– respect the feelings, rights and property of others; and accept responsibility for his or her own actions?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to respect the feelings, rights and property of others; and accept responsibility for their own actions (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer 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 Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to respect the feelings, rights, and property of others; and accept responsibility for their own actions (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE **4**

Specific Outcome

Interdependence

Students will be able to

7.4.2 recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Roles
While working on a project within a student group, each member has roles and responsibilities. For example,
– Student 1 – Reader
– Student 2 – Recorder
– Student 3 – Presenter
– Student 4 – Timer

Community Cooperation
After reading *Малятам про фахи*, initiate a class discussion about the different jobs and services required to help a community meet basic needs. Students make a collage of the jobs and services required in their community to meet their basic needs.

Extension: Following a discussion of community helpers, students make a T-chart listing how they help others and how others help them.

Interdependence

Students will be able to

7.4.2 recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
− recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Rating Scale**
Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

☐ **Self-Assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Громадські помічники», с. 59–74.

- Saskatchewan Education Student Activities, pp. 192–193.

- *Малятам про фахи*. Любарець О. (ред.). Київ: Аст-Прес-Дік-Сі, 2000.

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

Specific Outcome

Intercultural Skills

Students will be able to

7.4.3 engage in activities that reflect other ways of doing things or other perspectives

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Classrooms Around the World
Students discuss and research the differences in classroom expectations/behaviours within different countries (e.g., students stand when a teacher enters a classroom, students receive corporal punishment, students have different school hours and school subjects).

Promoting Multiple Perspectives
Students participate in a discussion to promote respect and acceptance of others and consider how they can contribute to making the school a positive place for everyone. They create posters with positive messages on cooperation, cross-cultural understanding and friendship. Provide language support for this activity by having students brainstorm appropriate and effective slogans, words and phrases. Record these in Ukrainian and post them in the classroom for student reference. Students share their posters with their classmates, then post them around the school for visitors and other Ukrainian bilingual students to view.

Pen Pals
Students develop pen pal relationships with bilingual students from another language program. Monitor the correspondence and suggest dialogue on various topics (e.g., how special events are celebrated, what leisure activities they engage in, what cultural traditions are observed, what foods are eaten). Students share interesting information with their classmates.

Specific Outcome

Intercultural Skills

Students will be able to

7.4.3 engage in activities that reflect other ways of doing things or other perspectives
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– engage in activities that reflect other ways of doing things or other perspectives?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to engage in activities that reflect other ways of doing things or other perspectives. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to engage in activities that reflect other ways of doing things or other perspectives. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

SAMPLE **RESOURCES**

- Pen pals in another language program

General Outcome **7**

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

Specific Outcome

Future Opportunities

Students will be able to

7.4.4 identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Class Action Plan
As a class, students set goals and write an action plan for improving school skills (e.g., reading more Ukrainian books, improving scores on weekly spelling tests, being on time for class).

Using Language Skills
Students list ideas of how and where they can use their Ukrainian language skills in the present and future. For example,
– travelling
– meeting other Ukrainian bilingual students
– talking to баба, дідо and other relatives
– meeting visitors from Ukraine
– working as a travel agent, translator or tour guide
– opening a fast-food restaurant in Ukraine
– joining a Ukrainian choir, drama troupe or youth organization

Goal-setting
With teacher's support students brainstorm a list of personal goals a Grade 4 student might have. Record students' ideas in Ukrainian on poster paper. In small groups, students work together to sort the list of goals into long-term and short-term goals. Choose one goal from the list and model how to use a goal-setting sheet to set a goal and action plan. Students choose one short-term and one long-term goal and use the goal-setting sheet to write up each of these goals.

Personal Inventories
Invite students to reflect on personal strengths by completing a simple inventory that addresses a number of different areas (e.g., home, school, sports, and friendships). In small groups, students share one or two things they feel they are good at (e.g., Я добре вмію грати на фортепіані. Я добре граю в гокей.).

Future Opportunities

Students will be able to

7.4.4 identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Self-Assessment Checklist and Goal-Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

☐ **Conferences**
Meet with students to discuss their progress toward the goals they set for themselves at the beginning of the year. Provide feedback, suggestions, and encouragement.

☐ **Learning Logs**
Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goals.

SAMPLE **RESOURCES**

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.