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** use personal experiences as a basis for exploring and expressing opinions and understanding

---

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Weather Exploration
With teacher's support students brainstorm ideas about a particular weather phenomenon, drawing on personal experience, study of the weather and previous experiences with texts. They read a poem relating to this phenomenon and relate the ideas in the poem to their brainstorming.

**Extension:** Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They select some observations and write about or represent them.

### Class Discussion
When participating in a class discussion, students talk about times they made new friends and the importance of having and keeping friends.

### Restaurant Role-play
In small groups, students role-play restaurant scenarios, applying their personal experiences and knowledge of restaurant etiquette (e.g., acceptable behaviour, table manners, noise level, attire, and tone of voice).

### Inside-Outside Circle
Invite students to participate in an inside–outside circle. Students form two circles, one inside the other. When the music begins, students in each circle walk in opposite directions. When the music stops, pose a question or a topic. Students face each other and share information in Ukrainian before the music starts again. Some topics may include favourite sports, subjects in school, after-school activities, favourite holidays. For example,
– З ким ви святкували День подяки?
– Де ви святкували День подяки?
– Які страви ви їли на День подяки?

**Express Ideas**

*Students will be able to*

**1.1.1** use personal experiences as a basis for exploring and expressing opinions and understanding *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– use personal experiences as a basis for exploring and expressing opinions and understanding?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use personal experiences as a basis for exploring and expressing opinions and understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Informal Observation**
Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use personal experiences as a basis for exploring and expressing opinions and understanding. Offer feedback, encouragement and praise as 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 use personal experiences as a basis for exploring and expressing opinions and understanding (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 7: В Україні».
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 7: В Україні», Вправа 18.
- *Золоте джерельце.* Коструба С. С. Київ: Форум, 2000.
- *Лікар Айболить.* Чуковський К. Львів: Аверс, 2000.
- *Читаємо разом чарівні казки.* Гаддок П. 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.

**1**

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

**1.1** Discover and Explore

GRADE

**5**

**Specific Outcome**

**Consider Others' Ideas**

*Students will be able to*

**1.1.2** seek others' viewpoints to build on personal responses and understanding

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Group Discussion
Students work in small groups or pairs to discuss their impressions of a class outing, using pre-established criteria and familiar vocabulary. After the discussion, one representative from each group summarizes the group's three most memorable experiences to the whole class.

### Think-Pair-Share
Students discuss a story they have recently read, using a think-pair-share strategy.
Step 1:     The teacher discusses the topic.
Step 2:     Students listen to a story, view a video or have a readers' theatre.
Step 3:     Students record their ideas about the story, using a story map.
Step 4:     Students team with a partner to discuss their ideas.
Step 5:     Students share their ideas with the rest of the class.

### Class Survey
As a class, students prepare a survey to find out about favourite weekend activities:
"Наші улюблені заняття у вихідні дні." They survey their classmates or students from another Ukrainian class in the school by asking the question, "Що ти любиш робити у вихідні дні?" Students may use computer software to graph the results of their survey.

### Partner Activity Planning
Invite students in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with partners in which they plan activities together, exchanging opinions and giving reasons.

**Consider Others' Ideas**

*Students will be able to*

**1.1.2** seek others' viewpoints to build on personal responses and understanding
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– seek others' viewpoints to build on personal responses and 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 seek others' viewpoints to build on personal responses and 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 seek others' viewpoints to build on personal responses and understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Conference with students in a variety of contexts. Ask students if they actively seek others' viewpoints to build on in developing their understanding and personal responses.

## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 3: Вогонь».
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Досить.* Форчук Скрипух М. Едмонтон: Методичний кабінет української мови, 2000.
- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Тут і там. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Ukrainian-language newspapers (e.g., *Український голос*, *Українські вісті*, *Гомін України*)
- Video and audio recordings or copies of news clips in Ukrainian

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

### Group Expressions

For a group research project on the first Ukrainian immigrants, Ivan Pylypiv (Іван Пилипів) or Wasyl Eleniak (Василь Еленяк), students contribute in the following way:
−   Student 1 writes a diary entry showing the personal hardships encountered by the immigrants.
−   Student 2 adds information on Pylypiw or Eleniak to the group time line.
−   Student 3 draws a class map to show the route from their village all the way to Manitoba
−   Student 4 writes a letter home to Ukraine.

### Word Searches

Students keep an ongoing list of thematic vocabulary associated with their study in their social studies or science class. Working with a partner, they prepare a word search or crossword puzzle, using this new vocabulary.

### Dramatic Presentations

Working in small groups, students prepare a readers' theatre presentation to present information learned in another subject.

**Extension:** Working with a partner, students write a dialogue between two characters, using new vocabulary learned in class.

### Artistic Expressions

Students are presented with Ukrainian vocabulary that is onomatopoeic (e.g., шелестіти, гавкати, нявкати, гарчати, булькотіти) and create a picture dictionary of literary techniques or an art project related to these words.

### Photo Essay

During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photograph. They may also include a short, written summary of the field trip.

**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 *(continued)*

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## 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 whether 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).

☐ **Conferences**
In regular conferences, note if students are experimenting with a variety of forms of expression. Do they recognize and use favourite forms of self-expression? Have students talk about forms they enjoy using.

☐ **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 and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 8: Перший компас», «Навчальний розділ 9: Телефон Белла».

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Пригода дідуся в новому краю», с. 194–197.

- *Мовна діяльність. Вправи для серії читанок* Тут  і т ам. *Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

**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** review a collection of favourite oral, print, visual, and multimedia texts; and share responses to preferred forms

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### T-Chart Comparison
After reading a Ukrainian story, then viewing a video of the same story, students make a T-chart to list and discuss the advantages of watching a movie compared to reading a book or story of the same title.

### Book Review
Students prepare a book review to share with classmates, using the following form:

| Рецензія на книжку |
| --- |
| 1.   Назва книжки: _____ . |
| 2.   Автор: _____ . |
| 3.   Жанр книжки: _____ . |
| 4.   Що сталося цікавого/смішного?_____ _____ . |
| 5.   Що мені сподобалося?_____ . |
| 6.   Кому ця книжка подобається? _____ . |

### Web Site Bookmarks
After reading a favourite Ukrainian story or book, students bookmark their favourite websites about a topic and then create a Ukrainian poster that advertises the websites.

### Television Talk Show
Students interview other students about their favourite books as if on television. They can mimic reporters from Ukraine (e.g., [Куточок книжок] Ми почуємо від читача _____, який розкаже нам про свою улюблену книжку _____. ).

### Advertisements
Students choose favourite Ukrainian books from the library and create advertisements for them, using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists in the classroom to assist them in creating advertisements.

**Express Preferences**

*Students will be able to*

**1.1.4** review a collection of favourite oral, print, visual, and multimedia texts; and share responses to preferred forms *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- review a collection of favourite oral, print, visual, and multimedia texts; and share responses to preferred forms?

☐ **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 review a collection of favourite oral, print, visual, and multimedia texts; and share responses to preferred forms (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment**
Have students review and reflect on their Personal Literacy Records in their Learning Logs. Help students note and talk about how they shared a variety of texts. This could be a monthly review. A self-reflection sheet such as the following could be used.

---

Ім'я: _____ Дата: _____

- Цього місяця я прочитав/прочитала _____ книжок, _____ журналів, _____ оповідань на комп'ютері.
- Цього місяця я прослухав/прослухала _____ оповідань і інформативних текстів.
- Цього місяця я оглянув/оглянула _____ оповідань і інформативних текстів.
- Тест, який мені найбільше сподобався, це _____
  _____ .
- Цього місяця поділився/поділилася _____ різними текстами.
- Мені було приємно ділитися текстом _____
  _____ .

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## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 57, 157.

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

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

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

| 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 and discuss areas of personal accomplishment and areas for enhancement in language learning and use

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

#### Reading Goals

Students set goals for Ukrainian reading. For example,

– I will read a Ukrainian book or story every day for a week. (Я буду читати українську книжку або розповідь щодня цього тижня.)
– I will keep a Reading Log of Ukrainian books/stories that I read this week. (Я буду записувати усі українські книжки я прочитав/прочитала цього тижня.)
– At the end of the week, I will draw a picture about my favourite book/story. (Наприкінці тижня я намалюю ілюстрацію до улюбленої книжки чи розповіді.)

#### My Accomplishments

Students write an autobiography of their personal accomplishments, as well as areas in which they would like to improve. They then prepare a short two- to three-minute talk on their skills and accomplishments, complete with medals, badges, awards, or certificates for display.

#### Coat of Arms

Students draw their own coats of arms that illustrate their personal skills and/or accomplishments as language learners. Each student presents his or her coat of arms to the class.

#### Successful Students

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

**Set Goals**

*Students will be able to*

**1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- identify and discuss areas of personal accomplishment and areas for enhancement 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 and discuss areas of personal accomplishment and areas for enhancement in language learning and use (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 discuss areas of personal accomplishment and areas for enhancement in language learning and use. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Have each student conference with the teacher, other adults and peers to help him or her set realistic goals. Provide time on a regular basis for reflecting on language learning and goal setting. Students may be asked to
- describe language learning strategies
- tell why and how the strategies helped them
- describe what they can do well
- describe areas they would like to improve on

☐ **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 discuss areas of personal accomplishment and areas for enhancement in language learning and use. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

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## SAMPLE **RESOURCES**

- Goal-setting templates from other subject areas (e.g., health and life skills or social studies)

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

- *Knowing What Counts: Self-Assessment and Goal Setting.* Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.

General Outcome **1**

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

**1.2** Clarify and Extend

Specific Outcome

### Develop Understanding

*Students will be able to*

**1.2.1** reflect on prior knowledge and experiences to arrive at new understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Mind Maps
Using a key word from a topic being studied, assist students in developing mind maps that represent their knowledge on that topic.

**Alternative Activity:** When beginning the study of a topic or as a review, students brainstorm what they know and record it in chart form.

### Looking at Vocabulary
Select 15–20 words from a topic that students will be studying. Students identify words that they think they understand and those they do not. They work in pairs to collaborate on word meanings, using their prior knowledge of the topic and strategies they have learned.

### Admit and Exit Slips
Before the student reads, views, or listens to a text, he or she writes on an admit slip what expectations he or she has for the text.

### KWL Chart
Working in small groups, students complete a KWL chart prior to, during, and after the study of an assigned topic in class. For example,

| Що знаємо | Що хочемо знати | Що вивчили |
|-----------|-----------------|------------|
|           |                 |            |

**Develop Understanding**

*Students will be able to*

**1.2.1**  reflect on prior knowledge and experiences to arrive at new understanding
*(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– reflect on prior knowledge and experiences to arrive at new understanding?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to reflect on prior knowledge and experiences to arrive at new understanding. 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 reflect on prior knowledge and experiences to arrive at new understanding (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Conference with students to determine whether they are using prior knowledge and experiences to construct meaning in a variety of new contexts.

☐ **Learning Logs**
Review students' Learning Log entries for depth of response and reflection skills.

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## SAMPLE **RESOURCES**

- *Нова 4: Повтор-імітація*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Навчальний розділ 5: На лижах».

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

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**   explain personal viewpoints

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Student Views
Have students present a viewpoint on a topic of interest. For example,
–   through cartooning, collages, sketching, and drama
–   complete a self-reflection sheet after reading a Ukrainian story or folk tale
–   make and present a picture collage and explain their thoughts to the class
–   prepare a character sketch of their favourite character

### Art Opinions
Students study Ukrainian art and express an opinion supported by an explanation or rationale. For example,
–   Мені подобається…
–   Це мені нагадує…

### Music Opinions
Invite students to explore various examples of Ukrainian contemporary and folk music. In class, students learn to describe music in terms of genre, artist, and musical qualities. In groups of three, students discuss and record their musical preferences, giving reasons for their choices in Ukrainian. Groups then report this information to the whole class to create a class chart or graph of musical preferences.

### Debates
Students prepare debates on school issues (e.g., should the school day be longer? Should Division 2 students have an extra recess?).

### Class Survey
Working in small groups, students share their impressions of recent classroom activities and/or field trips by preparing a survey and administering it to their classmates. They tally the results of the survey and report their findings in a short summary.

**Explain Opinions**

*Students will be able to*

**1.2.2** explain personal viewpoints. *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

Does the student
–   explain personal viewpoints?

☐ **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 explain personal viewpoints (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 explain personal viewpoints. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Confer with students and have them explain their personal viewpoints on a topic and why these viewpoints and opinions are important to them.

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## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1973.
- *Kurelek's Vision of Canada*. Kurelek, W., Murray, J. Edmonton, AB: Hurtig Publishing, 1983.
- *Hockey … under winter skies*. Shostak, P. Victoria, BC: Yalenka Enterprises Inc., 2000.
- *When Nights Were Long*. Shostak, P. Victoria, BC: Yalenka Enterprises Inc., 1982.
- *Flowers of the Bible. International Touring Art Exposition. Watercolors by Larisa Sembaliuk.* (paperback). Sembaliuk Cheladyn, L. (artist). Edmonton, AB: Flowers of the Bible Society, 1999.
- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978.

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**

**Combine Ideas**

*Students will be able to*

**1.2.3** arrange ideas and information in a variety of ways to clarify understanding

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Best Way to Learn

For a report entitled "The Best Way to Learn in School," students gather ideas from a variety of sources. For example, students may survey students and teachers in other grades, jot down ideas, read about pioneer schools, interview grandparents, neighbours, or seniors about their school experiences, and go on a field trip to a historical school site.

### Graphic Organizers

Different groups of students work with the same piece of oral, literary, or media text, but organize it by using various frames or graphic organizers (e.g., Venn diagrams, charts, lists, webs, cycles, flowcharts, trees). They share their work and discuss which organizer best helped to clarify understanding.

**Extension:** Students take a topic studied in their class and prepare a presentation (e.g., a mind map) for a younger grade. They must discuss how their presentation will look different, considering it is for a younger audience.

### Various Charts

Following a study of farming in Canada, students divide into groups and complete various kinds of charts that record each province/territory and the kind of farming practised there. For example,

| Канада<br>Сільське господарство | худоба | жито | овочі | пшениця |
|---|---|---|---|---|
| Манітоба | + | – | + | – |
| Альберта | + | – | – | + |
| Саскачеван | + | – | + | + |

**Combine Ideas**

*Students will be able to:*

**1.2.3** arrange ideas and information in a variety of ways to clarify understanding.
*(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- arrange ideas and information in a variety of ways to clarify understanding?

☐ **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 arrange ideas and information in a variety of ways to clarify understanding (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 arrange ideas and information in a variety of ways to clarify understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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

☐ **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 arrange ideas and information in a variety of ways to clarify understanding (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Portfolios**
Students select work samples to demonstrate different ways that they practised arranging ideas and information. They may include reasons for each work sample.

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## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний позділ 2: Машина часу», Вправа 6.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- Graphic organizers (see sample blackline masters 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

GRADE
**5**

**Specific Outcome**

**Extend Understanding**

*Students will be able to*

**1.2.4**   ask open-ended questions to clarify information and develop new understanding

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Modelling
Model types of questions that can be asked about specific texts. Students jot these questions into notebooks for future reference.

### Presentation Q and A
During an oral presentation or discussion, guide students to ask clarifying open-ended questions with prompts such as the following:
–   Поясни, будь ласка,…
–   Мені здається, що ти сказав…
–   Чи ти сказала…
–   Можна сказати… Чи це значить, що…
–   Додай, будь ласка, …
–   Поясни, будь ласка…

### Vacation Questions
Students decide on vacation destinations by looking through vacation brochures, asking questions of a travel agent and interviewing others who have travelled there. They follow up by drawing and labelling a travel poster of their vacation destinations.

### Role-Play Interviews
After studying an historic figure, students work in small groups to prepare open-ended interview questions and responses. One student in the group takes on the role of the historic figure, and the group practises the questions and responses in the form of television interviews that they present in class. These interviews may also be videotaped and shared with classmates.

**Alternative Activity:** 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 record their interviews for presentation in class.

**Extend Understanding**

*Students will be able to:*

**1.2.4** ask open-ended questions to clarify information and develop new understanding.
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– ask open-ended 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 open-ended 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 open-ended questions to clarify information and develop new understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Conference with students to encourage them to identify their strengths in appraising ideas and asking questions. Look for evidence that
– students are asking appropriate, relevant questions
– strategies are being used to negotiate meaning and sustain interactions (e.g., repeating, rephrasing)
– students are using the structures and vocabulary they have practised

☐ **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 ask open-ended questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Vacation brochures from travel agents
- Museum pamphlets in Ukrainian

| 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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Prediction Chart

Before reading a story or novel, students complete a prediction chart by looking at the title, skimming through the pages and looking at pictures and illustrations. For example,

| **Predict** What I think the story is about | **Connect** Why I made this prediction | **Check** What the text was actually about |
|---|---|---|
| | | |

### Geography Connections

As students begin to study the geography of Canada, they brainstorm and jot down categories of information previously learned about the geography of their province (e.g., physical regions, climate, natural resources, occupations, modifying, and changing the environment). They discuss how these categories will be helpful to them.

### Story Connections

A student writes a short story about his or her first day at a new school. The student reads the story and afterward tells how personal experiences of moving and living in a new neighbourhood helped him or her describe the feelings of the story character while walking into the new classroom for the first time.

**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)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- make and record connections among personal experiences, prior knowledge, and a variety of 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 make and record connections among personal experiences, prior knowledge, and a variety of texts (see sample blackline master in Appendix E: Observation Checklist).

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

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

☐ **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).

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## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 9: Телефон Белла».

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.

- Graphic organizers (see sample blackline masters 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.*

**2.1** General Comprehension Strategies

Specific Outcome

**Comprehension Strategies**

*Students will be able to*

**2.1.2**  use a variety of comprehension strategies to confirm understanding and self-correct

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### KWL Chart
Students complete the last column of a KWL chart on a topic taught in Ukrainian. They discuss what they have learned about the topic and how their previous ideas have changed as a result of their study.

### Group Reading
Students are given a choice of books to read. They group themselves according to the books they choose. Guide students in discussing and interpreting the book in the groups.

### Story Maps
Working in small groups, students use story maps to record key story elements (e.g., characters, plot, setting, problem, solution) as they read a story. Story maps can also be used to help students make and confirm predictions. They share their completed story maps with a partner.

### Sketching for Comprehension
While listening to a story or viewing a video, students sketch their thoughts about the story. They discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session.

**Comprehension Strategies**

*Students will be able to*

**2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- use a variety of comprehension strategies to confirm understanding and self-correct?

☐ **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 a variety of comprehension strategies to confirm understanding and self-correct (see sample below).

Перевірка розуміння твору

Ім'я: _____ Дата: _____

Текст (твір) _____

Учень/учениця використовував/ла такі стратегії зрозуміння тексту:

☐ робив/ла правдоподібні передбачення
☐ визначив/ла мету читання, перегляду або слухання
☐ ставив/ла відповідні питання
☐ конструював/ла зміст
☐ шукав/ла підтвердження своїм передбаченням
☐ відкидав/ла неправильні передбачення
☐ робив/ла логічні висновки
☐ самостійно перевіряв/ла своє розуміння тексту
☐ самостійно виправляв/ла помилки, вживаючи відповідні стратегії їх виправлення

☐ **Conferences**
Confer with students to discuss their repertoire of comprehension strategies.

☐ **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 a variety of comprehension strategies to confirm understanding and self-correct (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Про зміст книжки», с. 91, «Назви розділ книжки», с. 92.
- Ukrainian children's magazines (e.g., *Готуйсь!, Барвінок*)
- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- Story map templates

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 texts

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Captions and Other Text Features
Students use information in textbook margins, picture captions, questions, chapter introductions, or summaries and special features to assist them in understanding a topic.

### Encyclopedias
Students use headings to locate specific information on topics in a children's Ukrainian encyclopedia.

### Map Cues
Students use the textual cues of a map to locate particular places.

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

**Specific Outcome**

**Textual Cues**

*Students will be able to*

**2.1.3** use textual cues to construct and confirm meaning in interpreting texts *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– use textual cues to construct and confirm meaning in interpreting 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 use textual cues to construct and confirm meaning in interpreting texts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students as they preview a text. Can they locate textual cues, such as the table of contents and glossary?

☐ **Quizzes**
Give students a passage to read from a familiar text and ask them to use textual cues to identify the main idea and supporting details.

---

## SAMPLE **RESOURCES**

- *Резерва Сарсі. Індіянська громада. Sarcee Reserve: An Indian Comunity.* Manywounds, M. et al. Kotsiubynska, M. (Ukrainian transl.). Edmonton, AB: Les Éditions Duval, Inc., 1993.

- *Нова 5*: *Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Село вігвамів», с. 26–28.

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

- *Велика енциклопедія школяра.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.

- *Мовна діяльність. Вправи для серії читанок Тут і т ам. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

| 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 cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context

---

## 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.

### Strategy Sharing
Students identify and share different strategies to use when they come across a word they do not know. For example,
- I skip the word and read on to get a sense of what it may mean. Then I reread to figure it out.
- I look for word parts that I know in the unfamiliar word.
- I look for root words, prefixes and suffixes.
- I divide the word into syllables and sound them out.
- I look to see if the unfamiliar word is a compound word.

### Cloze Passages
Construct a cloze passage by deleting selected words and replacing them with a space. Encourage students to use their knowledge of word order, sentence patterns and meanings of words within sentences to predict the missing words.

### Dictionary
As students read texts, they write down unfamiliar words with the page number. Students then look up the words in the dictionary and write the word meaning that fits the context of the story.

**Extension:** Students take turns saying unfamiliar word(s) that are recorded on the board. The class tries to create a sentence that uses the word in the correct context.

GRADE
5

Specific
Outcome

**Cueing Systems**

*Students will be able to*

**2.1.4** use semantic, morphological, phonological, graphophonic, and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– use semantic, morphological, phonological, graphophonic, and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use semantic, morphological, phonological, graphophonic, and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context (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 semantic, morphological, phonological, graphophonic, and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context (see sample blackline master in Appendix E: Self-Assessment Checklist).

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

## SAMPLE **RESOURCES**

- *Українсько-англійський словник. Ukrainian-English Dictionary.* Andrusyshen, C. H., Krett, J. N. Toronto, ON: University of Toronto Press, 1981.
- *Українсько-англійський словник.* Подвезько М. Л. Нью-Йорк: ___, 1973.
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- A variety of Ukrainian folk tales, fairy tales and stories

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, such as historical fiction, myths, biographies, poetry, news reports, fantasy, and guest speakers; and share responses to these texts

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### News Report Presentation
Each week a group of students dramatizes a current news story in class. As students guess the main events of the story, a brief news summary is written about the story. Students write the news summary into the новини notebooks (e.g., Хто?, Що?, Де?, Коли).

**Extension:** Using the Internet, students read biographies of interesting people who are featured in Ukrainian newspapers online.

### Venn Diagram
Working in pairs, students use a graphic organizer (e.g., a Venn diagram) to compare the setting, characters and events of two stories from different cultures or genres they have read together in class.

### Classroom Guest
Students listen to an elder present a folk tale or myth and respond by creating a diorama of the scene.

### Group Sharing
Students make a web, story map, or sketch to represent the meaning of a novel or video. In a group discussion, they share what they learned about the text, what it meant to them, and their favourite parts or characters.

### Dramatic Readings
Students present a dramatic reading of a poetry selection that communicates the mood, mental images, and rhythm of the poem.

**Experience Various Texts**

*Students will be able to*

**2.2.1** experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy, and guest speakers; 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, such as historical fiction, myths, biographies, poetry, news reports, fantasy, and guest speakers; and share responses to these 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 experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy, and guest speakers; and share responses to these texts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to discuss preferences for particular types of text. Encourage students to explore text from less familiar cultural traditions, forms, and genres.

☐ **Learning Logs**
Give students a series of questions about their text choice that they respond to (e.g., Хто в тому тексті головний герой/особа? Що відбувається? Де відбувається? Коли відбувається? Яка тут проблема?)

## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 8: Перший компас».

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

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

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

- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.

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

- *Мовна діяльність. Вправи для серії читанок Тут і т ам.. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

- Graphic organizers (see sample blackline masters 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**

### 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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Venn Diagram
Students view the video *Teach Me to Dance*. They complete a Venn diagram or comparison chart after discussing the video to compare the main character with themselves.

### Interviews
Invite students to assist in drafting interview questions in Ukrainian. Using these questions, students interview elders, politicians, artists, and performers. They use the information they gather to make connections to themselves, using a graphic organizer (e.g., a Venn diagram or comparison chart).

### Class Discussion
Ask students to read a selection silently. Pose questions that enable them to compare the challenges and situations that people experienced in other times and other cultures.

### Compare and Contrast
Working in small groups, students read the story *Інуіти* from the reader *Ходіть зі мною*. Invite them to contribute ideas from the story to complete a compare-contrast form in which they compare and contrast their lives with the lives of the Inuit.

**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?

☐ **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).

☐ **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 others.

☐ **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 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: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

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

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

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

- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

- Graphic organizers (see sample blackline masters 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 descriptive and figurative language in oral, print, visual, and multimedia texts

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Alternative Words

When reading, students discuss words that can replace overused words in their writing (e.g., the word сказав can be replaced by the words закричав, заплакав, зашепотів, засміявся). These words can be posted in the classroom for future reference.

### Collecting and Using Figurative Language

When reading, students choose an example of figurative language they found interesting and explain their reasons for choosing it.

**Extension:** After reading a variety of poems and compiling a list of descriptive words found in these texts, students write a simple poem.

**Extension:** Students write concrete poems, using descriptive and figurative language from theme studies.

**Extension:** Students make a collage of visual images evoked by reading a particular text.

### Descriptive Word Wall

Make a descriptive word wall according to themes covered in class. Every week, words are added to the wall by students. Students refer to these words during oral and writing activities.

### Idioms

After a discussion of Ukrainian idiomatic expressions, students highlight idioms in texts they study in class. They begin a log of figurative and descriptive language that they add to on a regular basis.

**Appreciate the Artistry of Texts**

*Students will be able to*

**2.2.3** identify descriptive and figurative language in oral, print, visual, and multimedia texts *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– identify descriptive and figurative language in 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 whether students are able to identify descriptive and figurative language in oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

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

☐ **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 descriptive and figurative language in oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

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## SAMPLE **RESOURCES**

- *Нова 5: Діялоги.* Соколовський І. 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**  understand and use a variety of oral, literary, and media forms and texts.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Fables
Students read or view several examples of fables and describe how a new text fits or does not fit the characteristics of a fable. A fable is a brief tale that tells a message or teaches a lesson. It usually includes animal characters with human traits, has a simple plot, and is based on one event.
Students read their reports as if they were television reporters.

### Musical Poems
After writing poems about their favourite food, students take turns reading or singing the poems aloud, using the musical styles of country, rap, rock, and opera. These presentations can be recorded to share with parents at student conferences.

**Extension:** After reviewing vocabulary associated with the seasons, students write a Haiku poem following the prescribed rhythmic pattern.

### Letters and Invitations
Students write personal or business letters (e.g., to pen pals, Ukrainian television programs, radio programs, newspapers).

**Extension:** Students prepare invitations to guest speakers, parents, or other classes. These can be computer-generated.

### Biographies
Students interview a member of the Ukrainian community, using guide questions generated in class. Either independently or using a biography template prepared by the teacher, students prepare a biography of the person interviewed. Students may use a computer.

### Group Forms
Working in small groups, students choose a Ukrainian text or story that they are familiar with. One student illustrates the story, two students dramatize the story and another student retells the story in his or her own words.

GRADE

**5**

Specific
Outcome

**Forms and Genres**

*Students will be able to*

**2.3.1** understand and use a variety of oral, literary, and media forms and texts
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
−   understand and use a variety of 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 understand and use a variety of oral, literary, and media forms and texts (see sample blackline master in Appendix E: Observation Checklist).

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to understand and use a variety of oral, literary, and media forms and texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Portfolios**
With students, discuss work samples to determine their understanding of the various forms and genres studied in class. Examine students' work samples for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied.

## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 9: Телефон Белла».

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

- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

- Puppets

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** identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual, and multimedia texts, such as use of colour, font, sound, word choice, and visual imagery

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Creating Conclusions
Before reading the ending of a story, students compose their own resolution of the story's main problem and then read on to compare the book's resolution with their own.

### Class Discussion
Students talk about techniques used in television commercials (e.g., sound effects, music, volume, expression, humour, speed, costume, props, word choice).

### Multimedia
Review and discuss a multimedia text (e.g., use of colour, font, sound, word choice, and visual imagery).

**Extension:** Students use a computer program to create a picture of the setting of a book that they are reading, using all the colour choices in the program to create the picture.

### Illustration Discussion
Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium, and perspective.

### Questions
Ask students, Які конкретні слова автора допомагають тобі
– почути речі, про які йдеться в оповіданні?
– побачити речі, про які йдеться в оповіданні?
– відчути запах і смак речей, про які йдеться в оповіданні?

### Plot, Character, Setting
Through explicit instruction, students are provided with guidelines for focusing on significant text elements (plot, character, setting) and techniques.

**Techniques and Elements**

*Students will be able to*

**2.3.2** identify key elements, including plot, setting, and character; and explore techniques used in oral, print, visual, and multimedia texts, such as use of colour, font, sound, word choice, and visual imagery *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– identify key elements, including plot, setting, and character; and explore techniques used in oral, print, visual, and multimedia texts, such as use of colour, font, sound, word choice, and visual imagery?

☐ **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 key elements, including plot, setting, and character; and explore techniques used in oral, print, visual, and multimedia texts, such as use of colour, font, sound, word choice, and visual imagery (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 identify key elements, including plot, setting, and character; and explore techniques used in oral, print, visual, and multimedia texts, such as use of colour, font, sound, word choice, and visual imagery (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ **Portfolios**
Students select work samples that demonstrate their understanding of key elements and techniques.

---

## SAMPLE **RESOURCES**

- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- A variety of Ukrainian folk tales, fairy tales and short stories

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

GRADE
**5**

Specific Outcome

**Vocabulary**

*Students will be able to*

**2.3.3** expand knowledge of words and word relationships, using a variety of sources

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Brainstorming
Students brainstorm words to web specific aspects of a topic of study (e.g., characteristics of mammals, birds, fish). Key vocabulary words are recorded on cards and sorted by students into specific categories.

**Extension:** The class brainstorms alternative words for overused words found in student writing. For example,

| пішов | поїхав | марширував |
|-------|--------|------------|
|       | побіг  | скакав     |
|       | погнав |            |

### Dictionaries and Thesauruses
Provide explicit instruction on how to use a dictionary and thesaurus. Have students use a Ukrainian dictionary and/or thesaurus to develop their vocabulary.

**Extension:** Students divide a notebook alphabetically into sections in which they record new and interesting words, creating their own personal dictionaries.

### Word Puzzles
Students make crossword puzzles and word searches for new vocabulary and definitions.

### Root Words
Students explore root words and how new words can be created in Ukrainian called "мовне гніздо" (напр., любов, любити, любко, любитель, Люба, любисток).

### Language Ladders
Students compile a collection of all the phrases reviewed and/or taught through language ladders in a Ukrainian language phrase book.

**Vocabulary**

*Students will be able to*

**2.3.3** expand knowledge of words and word relationships, using a variety of sources
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– expand knowledge of words and word relationships, using a variety of sources?

☐ **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 expand knowledge of words and word relationships, using a variety of sources (see sample blackline master in Appendix E: Peer-Assessment 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 expand knowledge of words and word relationships, using a variety of sources (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Portfolios**
Students select work samples that demonstrate their knowledge of and enjoyment for learning new words.

☐ **Quizzes**
Students are provided with a text that is missing words and complete the cloze passage with appropriate words.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to expand knowledge of words and word relationships, using a variety of sources. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 7: В Україні».

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

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

- Copies of Ukrainian-English and English-Ukrainian dictionaries

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** experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Weather Personification
When reading poems about the weather, students identify personification examples to create images and impressions (e.g., Срібна мряка покривала хати, наче ковдра). In their writing folders, they record the personification identified in texts read in class.

### Alphabet Pictures
Students are given a letter of the alphabet and find words that start with that letter from books, magazines, dialogues, and vocabulary lists. These words are printed in a frame-style border around a picture of one word. For example,

рідка, редька, росте



риба

### Rebus Readings
Working individually or in pairs, students create rebus readings for their classmates to decipher on familiar topics or themes.

### Illustrated Exaggerations
Students are given text examples that use exaggeration to convey humour. They create illustrations to match the texts.

### Riddles
Working with partners, students try to solve riddles (Загадки) provided to them. They write their own riddles that they challenge their classmates to solve.

### Fun Graffiti Wall
Students work in pairs or small groups to brainstorm ideas and catchy phrases to promote learning Ukrainian. They create a graffiti wall outside of the classroom on which these phrases are written in graffiti style (e.g., Поцілуй мене—я українка!).

**Experiment with Language**

*Students will be able to*

**2.3.4** experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour?

☐ **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 experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Portfolios**
Students choose work samples that demonstrate how they have used language to create pictures.

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

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## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- Ukrainian proverb books
- Cartoon strips, jokes, poetry from Ukrainian children's magazines (e.g., *Готуйсь!, Барвінок, 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**

**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

### Comic Strips
Students choose a favourite cartoon character and write a description of the character's looks, actions, personality, and speech. Then have students create their own comic strips featuring the character.

### Directions
Students draft directions for making a healthy snack. They add clarity to their directions by asking a partner questions. For example,
– Is there too much information or not enough?
– Is the information clear, and are the steps in the right order?
– Have I listed all the materials?

### Group Report
When writing a group report, students make a cover that relates to the content of the report, prepare an introduction and conclusion, and have chapters, with headings, subheadings, and illustrations, on particular topics within the report.

### Expanding on Existing Pieces
Students look through the writing in their journals or portfolios that focuses on events in their own lives. They expand one of those entries into a short story, play, or diorama.

### From Story to News Story
Students use William Kurelek's book *A Prairie Boy's Summer* and write a news story account of what happened in one of the months.

**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 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 create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Portfolios**
Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they chose certain work samples.

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## SAMPLE **RESOURCES**

- Cartoons published in Ukrainian newspapers and children's magazines

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 1: Лихомор», «Навчальний розділ 5: Телескоп Галілея», «Навчальний розділ 8: Перший компас».

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 8: Перший компас».

- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra, 1978.

**Specific Outcome**

**Personal Knowledge and Experience**

*Students will be able to*

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

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### T-Chart

After learning about a topic (e.g., from social studies, science), students summarize the information in a T-chart. Have students discuss the information listed in the T-chart and decide if there are any gaps in their knowledge.

**Extension:** Students use a web, map or KWL chart to organize personal knowledge of a subject.

### Brainstorming

Students work in small groups to choose a topic of common interest. They brainstorm everything they know about the topic. They record their ideas and facts on cards and group them into categories. Then they identify the information that needs to be researched.

**Personal Knowledge and Experience**

*Students will be able to*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student
- summarize personal knowledge and experience of a topic to determine information needs?

☐ **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 summarize personal knowledge and experience of a topic to determine information needs (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to determine their skills in summarizing and categorizing information. Help students identify gaps in information, misconceptions or areas of uncertainty.

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

☐ **Portfolios**
Students select samples, such as the KWL chart and other graphic organizers, to show development of their personal knowledge and understanding of a topic. Samples should be dated and included with the final product.

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## SAMPLE **RESOURCES**

- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Grocery store flyers
- 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.*

**3.1** Plan and Focus

Specific Outcome

**Ask Questions**

*Students will be able to*

**3.1.2**  formulate general and specific questions to identify information needs

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### 20 Questions
Students practise asking questions by playing a game of 20 questions (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions).

### Modelling and Practice
Students learn modelled questions and practise using them. For example,
– Що є…?
– Хто є…?
– Коли…?
– Назви…
– Чи ти погоджуєшся…?
– Чи… може…?
– Чи правда, що…?
– Згадай, чому…
– Розкажи, чому…
– Чому ти так думаєш?

### Questioning Role-plays
Students dramatize situations where there is a need to ask questions (e.g., being lost, visiting a new city, making a purchase, ordering food in a restaurant, meeting an acquaintance, visiting a relative, visiting a medical office).

### Preparing Questions
Invite students to generate a list of questions to ask a guest speaker prior to his or her arrival.

**Extension:** Before participating in a field trip to a Ukrainian museum, students generate a list of questions to ask the museum curator or tour guide.

**Ask Questions**

*Students will be able to*

**3.1.2** formulate general and specific questions to identify information needs *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

> **Focus for Assessment**

Does the student
− formulate general and specific questions to identify information needs?

☐ **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 formulate general and specific questions to identify information needs (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Review and discuss the questions in students' logs, journals and inquiry notebooks.

☐ **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 formulate general and specific questions to identify information needs (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Learning Logs**
Each student is given regular time for recording important points in the inquiry process. Students are encouraged to formulate the general and specific questions they are wondering about.

---

## SAMPLE **RESOURCES**

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.

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** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### I Wonder Chart
Students post questions on a class "I Wonder" chart on a topic of study. These are reviewed, categorized, and discussed for group inquiry or research.

### Group Interview Questions
Students choose an interest (e.g., sports, dance, music) and, as a class, formulate relevant questions for an expert in that field. If possible, students interview the expert, using their questions, and report their new information to the class.

**Extension:** Using the cooperative learning strategy, students ask each other questions about the topic they have been asked to research.

GRADE

**5**

Specific
Outcome

**Participate in Group Inquiry**

*Students will be able to*

**3.1.3**  share personal knowledge of a selected topic to help formulate relevant questions
appropriate to a specific audience and purpose for group inquiry or research
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– share personal knowledge of a selected topic to help formulate relevant questions appropriate to a
specific audience and purpose for group 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 share personal knowledge of a selected topic to help
formulate relevant questions appropriate to a specific audience and purpose for group inquiry or
research (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Conference by reviewing entries in students' Learning Logs and reflecting on their participation in
group inquiry.

## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.).
  Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 5: Телескоп Галілея».

- *Мовна діяльність. Вправи для серії читанок* Тут  і т ам. *Кляси 2–8.* Regina, SK:
  Saskatchewan Education, 1992.

**Create and Follow a Plan**

*Students will be able to*

**3.1.4** gather and record information and ideas, using a plan

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Taking Notes
The teacher models how to condense (paraphrase) information from a presentation made by the teacher or a guest to the classroom.

**Extension:** A student reads, listens to or views information and records the main ideas and supporting details in point form on narrow strips of paper.

### Graphic Organizers
Students develop questions about their topic of study, using strategies such as a KWL chart, clustering, outlines, note taking or a question chart (Хто? Що? Коли? Чому? Де? Як?). They list possible resources and locations to find answers to specific questions (e.g., encyclopedias, textbooks, magazines, videos, experts, friends and family, the Internet).

**Extension:** Use thinking maps (e.g., mind maps, semantic maps, concept organizers) to assist in recalling prior knowledge. For example,
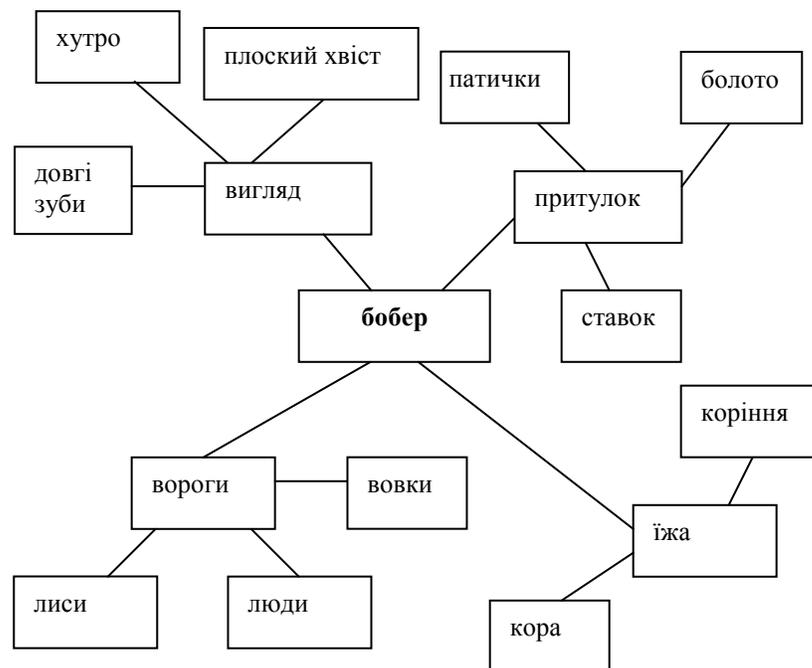
GRADE
5

Specific
Outcome

**Create and Follow a Plan**

*Students will be able to*

**3.1.4** gather and record information and ideas, using a plan *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– gather and record information and ideas, using a plan?

☐ **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 gather and record information and ideas, using a plan (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to discuss what strategies they have chosen to gather and record information.

☐ **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 gather and record information and ideas, using a plan (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

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

- 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, select, and share personal knowledge of a topic to focus inquiry or research

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Knowledge Prompts

Students complete prompts to consolidate, question or review what they have learned at the end of a research period. These are shared with classmates. For example,

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

### Illustrated Knowledge

Students think about their personal knowledge of a topic, listen to peers, draw what they recall from the discussion, then share their drawing with a partner.

### Organizing Knowledge

Students develop thinking maps or other graphic organizers, using personal knowledge about a topic.

**Extension:** Students record their personal knowledge of a topic by writing words and phrases on sticky notes that can be sorted in a variety of ways.

**Identify Personal and Peer Knowledge**

*Students will be able to*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– record, select, and share personal knowledge of a topic to focus 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 record, select and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students about work in progress to determine how students select, record and share personal information.

☐ **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, select, and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

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

- *Graphic Organizers: Visual Strategies for Active Learning*. Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.

- 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 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

### Choosing Information Sources

When researching a weather phenomenon (e.g., tornadoes or hurricanes), students list possible sources to use to locate information and choose three to five of them. For example,

| | |
|---|---|
| textbooks✓ | interviews |
| CD-ROMs | magazines |
| Internet✓ | videos✓ |
| guest speakers | |

### Advance Organizers

Students are given advance organizers before going on a field trip (or develop a class chart together). For example,

– Куди ми їдемо?
– Чому ми їдемо?
– Що ми бачили?
– Що мені було цікаво?
– Які питання я ще маю?

### Peer Interviews

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 that they will ask their peers to help fill these gaps. They work in pairs or small groups to interview peers.

**Extension:** Invite a guest presenter to speak on a research topic. Develop a series of questions before interviewing the guest speaker.

### Research Cards

Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.

**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).

☐ **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 a variety of information sources to answer inquiry or research questions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

☐ **Learning Logs**
Ask students to reflect in their Learning Logs on the information sources they identified to answer research/inquiry questions.

---

## SAMPLE **RESOURCES**

- A listing of Ukrainian institutions, businesses, organizations and resource people (e.g., *Англійсько-український довідник—English-Ukrainian Directory*, published annually by the SSC Group in Edmonton, AB)

- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

- Ukrainian Internet sites and search engines (e.g., www.infoukes.com or www.google.com.ua)

*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

### Information Checklist
Students follow a pre-established checklist to determine whether information is needed or not based on their inquiry or research needs.

### Group Presentations
When preparing a group presentation, students decide which illustrations, charts, artifacts and videos would best enhance their report and engage the interest of the audience.

**Extension:** Together with the teacher, students establish criteria for a presentation or project.

GRADE
5

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 *(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?

☐ **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 review information to determine its usefulness to inquiry or research needs, using pre-established criteria (see sample blackline master in Appendix E: Observation Checklist).

☐ **Learning Logs**
Ask students to reflect in their Learning Logs on the information sources they used for research.

## SAMPLE **RESOURCES**

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

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

- *Мовна діяльність. Вправи для серії читанок* Тут і там. *Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

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**

**Access Information**

*Students will be able to*

**3.2.4** use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Scanning for Information
When studying a science topic (e.g., life cycles of wetland plants and animals), students find relevant information by scanning chapter headings and indices in Ukrainian encyclopedias and books.

### Hunting for Treasure
Students hunt for hidden treasures in books. They use an established set of questions from the teacher to locate information in a book, dictionary, atlas or text.

### Auditory Cues
Students attend to auditory cues (e.g., volume, repetition, emphasis, voice-overs, music, background music) that signal important information in TV commercials or shows.

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Discuss students' ability to use a variety of tools and cues to access important information. Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:
– Did you find more or less information in Ukrainian than you expected?
– What parts were easy for you?
– What kinds of problems did you have? How did you solve them?
– What did you learn about working in Ukrainian that you want to remember?

*(continued)*

**Access Information**

*Students will be able to*

**3.2.4** use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information *(continued)*

---

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

☐ **Self-Assessment Checklist**

Students complete a self-assessment checklist to determine their own skills at using visual cues in locating and gathering information and ideas. Possible statements could include "I use information from pictures," "I use headings and subheadings to determine what the text is about."

| Пошук і збирання інформації: самоперевірка | | | | |
|---|---|---|---|---|
| | Чудово | Добре | Ще ні | Коментарі |
| Я користуюся комп'ютерним каталогом. | | | | |
| Я знаходжу книжки на полицях. | | | | |
| Я користуюся рубрикою "Зміст". | | | | |
| Я користуюся рубрикою "Індекс". | | | | |
| Я вживаю діаграми як джерела інформації. | | | | |
| Я вживаю малюнки як джерела інформації. | | | | |
| Я користуюся словами-індексами. | | | | |
| Я користуюся програмним забезпеченням на компакт-дисках для того, щоб знайти інформацію. | | | | |
| Я користуюся алгоритмом пошуку для того, щоб знайти потрібну інформацію на Інтернеті. | | | | |

---

SAMPLE **RESOURCES**

- *Енциклопедія про тварин.*

- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

- *УСЕ. Універсальний словник-енциклопедія.* Київ: Всеувито, 2003.

- Video recordings of Ukrainian television programs (e.g., *Контакт* from Toronto)

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

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**

**Make Sense of Information**

*Students will be able to*

**3.2.5** recognize organizational patterns of oral, visual, and print text; and skim, scan, and listen for key words and phrases

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Note-Taking and Highlighting
Students summarize, in jot-note or paragraph form, topics they are studying in other subject areas. They highlight key words and main ideas in their own notes for study and quick review.

### Picture Descriptions
Students describe a picture, using headings such as colour, line, texture, shape, pattern.

### Email Summaries
Students are taught how to develop a short email. Discuss email etiquette and have them exchange emails with students in another school.

### Skimming and Scanning
Have students skim and scan a text quickly, then discuss as a group what they think are the main ideas of the text.

**Make Sense of Information**

*Students will be able to*

**3.2.5** recognize organizational patterns of oral, visual, and print text; and skim, scan, and listen for key words and phrases *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- recognize organizational patterns of oral, visual, and print text; and skim, scan, and listen for key words and phrases?

☐ **Conferences**
Confer with students to determine whether they are able to recognize the organizational patterns that authors use to structure texts.

☐ **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 organizational patterns of oral, visual, and print text; and skim, scan, and listen for key words and phrases (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing.* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

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

**3.3** Organize, Record, and Assess

GRADE
**5**

**Organize Information**

*Students will be able to*

**3.3.1** organize information and ideas into categories, using a variety of strategies

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Charting
Students create a chart to find and organize information (e.g., on the physical regions of Canada).

| Де знаходится цей регіон? | Які його фізичні характеристики? | Який там клімат? | Які там природні ресурси? | Яка там індустрія? |
|---|---|---|---|---|
|  |  |  |  |  |

**Extension:** A student chooses the categories of food, exercise and shelter to make a chart on caring for a dog. He or she develops questions to find relevant information (e.g., What size is the dog? How active is the dog? Does the dog live inside or outside?).

### Graphic Organizer
Students use a graphic organizer (e.g., a web, chart, diagram, or illustrations), to present information on owls. For example,
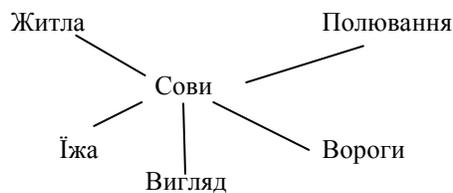
Житла          Полювання

Сови

Їжа          Вороги

Вигляд

GRADE

**5**

Specific
Outcome

**Organize Information**

*Students will be able to*

**3.3.1** organize information and ideas into categories, using a variety of strategies
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– organize information and ideas into categories, 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 into categories, using a variety of strategies (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 organize information and ideas into categories, using a variety of strategies (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

☐ **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 into categories, using a variety of strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 9: Телефон Белла».

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- Saskatchewan Education Student Exercises–Map, p. 332.

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 62–63.

- 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.*

**3.3** Organize, Record, and Assess

**Record Information**

*Students will be able to*

**3.3.2** record key words, phrases, and images by subtopics; and cite authors and titles of sources appropriately

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Note-Taking
When reading for information, students jot down key words, important points, and interesting ideas in notes, lists, webs, and charts.

**Extension:** Students collect and record information on lifestyle in Ukraine under headings such as food, dress, holidays, sports, recreation, and languages spoken.

### Cite Sources
Students cite sources used in a project or report, using a format such as the following:

Назва: _____
_____

Автор: _____
_____

Дата видання: _____
_____

**Record Information**

*Students will be able to*

**3.3.2**   record key words, phrases, and images by subtopics; and cite authors and titles of sources appropriately *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- record key words, phrases, and images by subtopics; and cite authors and titles of sources appropriately?

☐ **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 key words, phrases, and images by subtopics; and cite authors and titles of sources appropriately (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students to discuss how their note-taking methods suit their inquiry or research projects. Ask students why they chose a particular organizational method for their 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 record key words, phrases, and images by subtopics; and cite authors and titles of sources appropriately (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 57, 157.

- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

- *Велика енциклопедія школяра.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.

- Internet sites and search engines with Ukrainian content (e.g., <www.brama.com> or <www.infoukes.com>)

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

**3.3** Organize, Record, and Assess

GRADE
**5**

**Specific Outcome**

**Evaluate Information**

*Students will be able to*

**3.3.3**  recognize gaps in the information gathered, and locate additional information needed

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Model
Students follow a model for analyzing information, recognizing gaps in the information and gathering additional information.

### Video Analysis
Students watch video clips of a Ukrainian television program to gather information. They then research the topic, using other sources to see what information was missing in the video presentation.

**Extension:** Repeat the above, using television or newspaper coverage of a sporting or cultural event.

### Olympic Games Analysis
Students follow Ukrainian television, radio, and newspaper coverage of the Olympic Games. In groups, they write down what information was missing in the report and discuss how they could locate that information.

**Evaluate Information**

*Students will be able to*

**3.3.3** recognize gaps in the information gathered, and locate additional information needed *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– recognize gaps in the information gathered, and locate additional information needed?

☐ **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 recognize gaps in the information gathered, and locate additional information needed (see sample blackline master in Appendix E: Peer-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 recognize gaps in the information gathered, and locate additional information needed (see sample blackline master in Appendix E: Observation Checklist).

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

## SAMPLE **RESOURCES**

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

- Video recordings of Ukrainian television programs (e.g., *Контакт* from Toronto)

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 62–63, 86, 87, 90.

- Samples of television, radio and newspaper coverage of the Olympic Games in Ukrainian

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** determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Research Checklist

Students use a class-developed set of criteria to determine what information they need to research a topic before they begin their inquiry.

| **Проведення дослідження: самоперевірка** |
|---|
| Ім'я: _____ Дата: _____ |
| Назва дослідження: _____ |

**Планування**

_____ Я зрозумів/ла тему дослідження.

_____ Я поставив/ла запитання по темі.

_____ Я обрав/ла план.

**Збирання інформації**

_____ Я ознайомився/лась з інформаційними джерелами.

_____ Я знайшов/ла інформацію.

_____ Я обрав/ла найліпші джерела.

**Запис інформації**

_____ Під час запису інформації я робив/ла нотатки.

_____ Я записав/ла інформацію власними словами.

_____ Я погрупував/ла інформацію по категоріям.

_____ Я зберіг/ла найціннішу інформацію в кожній категорії.

_____ Я додав/ла більше інформації там, де вона була потрібною.

**Міркування/роздуми про мою роботу**

_____ Я рухався/лась згідно мого плану.

_____ Я відповів/ла на власні запитання.

Я вивчив/ла такі нові речі: _____

Мені ще потрібно працювати над: _____

**Develop New Understanding**

*Students will be able to*

**3.3.4** determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student
– determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences (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 determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences (see sample blackline master in Appendix E: Self-Assessment Checklist).

---

## SAMPLE **RESOURCES**

- *Self-Assessment and Goal Setting.* Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.

*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**   focus a topic for oral, print, and visual texts, using a variety of strategies

---

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

#### Brainstorming

Students brainstorm a list of possible writing topics. They then list words or phrases that reflect what they know about a topic. These are recorded and posted in the classroom and/or kept in student journals.

#### Brainstorming for Role-Plays

Students work in groups to think of a topic for a telephone conversation or other topic for a role-play. They then brainstorm all the different considerations, vocabulary and ideas for their role-play presentation. They categorize and rate their ideas as a group.

**Generate Ideas**

*Students will be able to*

**4.1.1** focus a topic for oral, print, and visual texts, using a variety of strategies
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– focus a topic 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 focus a topic for oral, print, and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to discuss strategies used to focus a topic for oral, print, and visual texts.

## SAMPLE **RESOURCES**

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

- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.

- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

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

**4.1** Generate and Focus

GRADE
**5**

### Specific Outcome

**Choose Forms**

*Students will be able to*

**4.1.2** use a variety of text forms for particular audiences and purposes

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Word Processing
Using computer software programs and Ukrainian fonts, students create concert programs for an upcoming school concert.

### 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.

### Read and Present
In groups, students read a selection of Ukrainian children's stories and then each student selects one of the following projects:
−   create a pattern book for young children
−   role-play a story
−   record a story or audiotape
−   create an advertisement

### News Story Presentation
As part of a daily or weekly current events program, students work in groups to dramatize a news story in class. As the group dramatizes, other students try to guess the 5 W's of the news story. As students guess, write the information on the board. Students record the information in their новини notebooks in the form of a news summary.

### Group Murals
Working in groups, students plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, sequence of images (ideas) and supporting details.

GRADE

**5**

Specific
Outcome

**Choose Forms**

*Students will be able to*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
−   use a variety of text 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 text 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 text 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 text forms for particular audiences and purposes (see sample blackline master in Appendix E: Peer-Assessment Checklist).

---

## SAMPLE **RESOURCES**

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.

- Ukrainian computer software programs

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

- Cartoons and cartoon strips from Ukrainian children's magazines

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

**Organize Ideas**

*Students will be able to*

**4.1.3** develop and arrange ideas in own oral, print, and visual texts, using a variety of organizers

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Nonfiction Planners

When preparing nonfiction writing, students use graphic organizers (e.g., slim jims, KWL charts, webs, Venn/Carroll diagrams, 5W charts, maps).

### 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 include:

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.

### Narrative Paragraph Frames

Students write a paragraph about their dream vacation, using a narrative paragraph frame to organize their ideas. For example,

---

Narrative Paragraphs

1. Decide on an interesting topic.
2. Decide if the person telling the story will be taking part in it (the first person) or will be an outside observer, telling about others.
3. Tell the story in a logical order so it makes sense.
4. Check sentences to see if they are worded in the best possible way.
5. The beginning should be interesting to make the reader read on.
6. The ending should let the reader know the story is over by giving a last detail, and summing up or telling the writer's thoughts or feelings.

Narrative Paragraph Checklist

❑ Чи початок цікавий?
❑ Чи зрозуміло хто розповідає?
❑ Чи всі події викладені за порядком, як вони відбувалися?
❑ Чи ясно і зрозуміло, про що йде мова?
❑ Чи ти використав/використала кілька типів речень?
❑ Чи тобі самому/самій подобається закінчення?

---

**Organize Ideas**

*Students will be able to*

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

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– develop and arrange ideas in own oral, print, and visual texts, using a variety of 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 a variety of 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 a variety of 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**

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

- *Nova 5: Повтор-імітація*. Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

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

- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

- 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 give support and offer feedback to peers, using pre-established criteria

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Peer Conferencing

Students peer conference and use the following statements to make recommendations.

– Мені подобається…
– Ти повинен спробувати …
– Я не зрозумів …
– Я хочу більше знати про …

### Author's Chair

Students share their creations with peers during an author's chair activity. Review vocabulary and tips for asking for feedback and for giving specific encouragement and constructive feedback. Post sentence frames that may serve as prompts and offer language support during the author's chair interactions. For example,

Для автора

– Мені потрібна допомога
– Що тобі найбільше подобається про мій/моє/мою …

Для слухачів/оглядачів

– Мені подобалося …
– Мені цікаво …
– Я хотіла б/хотів би знати більше про …
– Я не розумів/розуміла …

**Appraise Own and Others' Work**

*Students will be able to*

**4.2.1** share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria?

☐ **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 give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Peer-Assessment Checklist).

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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## SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 94–97, 163, 165, 167, 169.

- Copies of Ukrainian children's magazines (e.g., *Готуйсь!* and *Барвінок*)

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

- *Казки. Книжка для вправ.* Турко К. С. та інші. 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

GRADE
**5**

**Specific Outcome**

**Revise Content**

*Students will be able to*

**4.2.2** revise text to create an interesting impression, and check for sequence of ideas

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Revising Existing Stories

Using a previously written story, students rewrite the ending to create an interesting twist to their original creation.

**Extension:** Students are given a simple text (e.g., from a younger grade), and in pairs add interesting detail to enhance the text.

### Class Revision Chart

Invite students to help develop a class chart or checklist to be used as a revision guide for informational text. For example,

| Revising My Work in Progress |
| --- |
| Name _____ Date _____ |
| Title _____ |
| ❑ I read my work to myself to hear what it sounds like. <br> ❑ My writing makes sense. <br> ❑ I have enough information for others to understand my topic. <br> ❑ My work is interesting for others. <br> ❑ I have new ideas and information. <br> ❑ My information is presented in a logical order. <br> ❑ I took out unnecessary information. <br> ❑ I have repeated important ideas in different ways. <br> ❑ I have made good word choices. |

### Modelling

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

### Revision Techniques

Students use various revision techniques, using scissors and tape to cut and paste text when revising work, 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 create an interesting impression, and check for sequence of ideas
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
− revise text to create an interesting impression, and check for sequence of ideas?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to revise text to create an interesting impression, and check for sequence of ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Discuss with students aspects of revision. For example,
− areas that presented a problem
− an action plan to implement revisions

☐ **Portfolios**
Students select work samples that show their abilities to revise for interest, ideas and sequence. Have students date all draft copies and related checklists to be included with their pieces. They include their reflections with completed statements. For example,

| Revisions and Reflections |
| --- |
| I chose this piece because _____ |
| The best aspect of my piece is _____ |
| The teacher's comment about my piece was _____ |
| A peer's comment about my piece was _____ |

☐ **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 revise text to create an interesting impression, and check for sequence of ideas (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing.* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

- *Нова 1: Моя книга для читання й розмальовування 1–13.* Білаш О. та інші. 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.*

**4.2** Enhance and Improve

**Specific Outcome**

### Enhance Legibility

*Students will be able to*

**4.2.3** write legibly, and use word processing when composing and revising

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Word Processing Review and Practise
Students learn and use word-processing terms (e.g., backspace, delete, cut, paste, caps lock, enter, spellchecker). They then experiment with a variety of Ukrainian fonts and editing features when using a computer to create text.

### Handwriting Samples
Students study handwriting samples of Ukrainian writing from Ukraine and Canada to see the differences or similarities in letter formation and ease of reading.

**Extension:** Students participate in a daily handwriting exercise at the beginning of the day by writing the date, weather and short classroom news items into a handwriting notebook.

### Greeting Card Writing
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. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

### Calligraphy
Students experiment with shape, alignment, and slant, using calligraphy pens and various art mediums. Poetry, special messages, and certificates written in this style are posted in or outside the classroom.

GRADE

**5**

Specific
Outcome

**Enhance Legibility**

*Students will be able to*

**4.2.3** write legibly, and use word processing when composing and revising *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- write legibly, and use word processing when composing and revising?

☐ **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 write legibly, and use word processing when composing and revising (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-Assessment Checklist**
Students engage in self-assessment to monitor their progress in creating neat, legible work. With teacher guidance, students develop a self-assessment checklist. Observe and discuss their use of the checklist. Criteria for the checklist may include:

| Student Checklist for Enhancing Legibility | | |
|---|---|---|
| Name: _____ Date: _____ | | |
| | Yes | No |
| My letters are clearly formed. | ☐ | ☐ |
| My spacing between letters is even. | ☐ | ☐ |
| My spacing between words is even. | ☐ | ☐ |
| The size of my letters is even. | ☐ | ☐ |
| My words and numbers are on the lines. | ☐ | ☐ |
| My erasing or crossing out is neat. | ☐ | ☐ |
| My text formatting on the computer includes what we have covered in class. | ☐ | ☐ |
| My keyboarding skills are improving. | ☐ | ☐ |

## SAMPLE **RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing.* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

- *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.)

- Cursive writing alphabet cards

- Ukrainian computer software programs (e.g., those available from the Yevshan online catalogue at www.yevshan.com)

- Classroom and/or language lab computers with Ukrainian fonts installed

- Samples of letters and greeting cards from Ukraine

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** choose descriptive language and sentence patterns to clarify and enhance ideas

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Word Lists
With student input, develop lists of words that students may use to clarify and enhance their original texts. Model how to use these signal or transitional words appropriately (e.g., під, час, після, перше, друге, зараз, але, наприклад).

### Descriptive Word Practise
Working in small groups, students practise using 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.

**Extension:** Students identify descriptive words or phrases in an appropriate poem. The words or phrases are then used in complete sentences to create an explanation of the poem's imagery.

### Modelling Complex Sentences
Using an overhead projector, model how to combine several short sentences into longer, more interesting, complex ones. Students work in pairs to practise combining sentences. They may later choose a personal piece of writing to revise by combining sentences.

### 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.

Line 1 – 1 word that names the character/topic.
Line 2 – 2 words to describe the setting.
Line 3 – 3 words to describe a character.
Line 4 – 4 words to describe one event.
Line 5 – 5 words to describe another event.

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

**Specific Outcome**

**Enhance Artistry**

*Students will be able to*

**4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas
*(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– choose descriptive language and sentence patterns to clarify and enhance ideas?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to choose descriptive language and sentence patterns to clarify and enhance ideas (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 choose descriptive language and sentence patterns to clarify and enhance ideas (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 choose descriptive language and sentence patterns to clarify and enhance ideas (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

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

- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

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 organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Adding Multimedia Elements
Students use music, slides, pictures, sound effects, drama, or dance to enhance the clarity and understanding of a presentation.

### Computer Software
Have students use word processing tools to create charts, graphs, and diagrams, then add these elements to an electronic slideshow.

**Extension:** Students use an electronic drawing program or digital photography to illustrate a short story they have written.

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

**Enhance Presentation**

*Students will be able to*

**4.2.5** prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
− prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience?

☐ **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Self-Assessment Rating Scale**

Name: _____ Date: _____

Assignment _____

Scale: 1 – Never  2 – Sometimes  3 – Usually  4 – Always

| *My accomplishments:* | Circle one | | | |
|---|---|---|---|---|
| I used titles or headings. | 1 | 2 | 3 | 4 |
| I stayed on topic. | 1 | 2 | 3 | 4 |
| I wrote my ideas in an order that is easy to follow. | 1 | 2 | 3 | 4 |
| I wrote sentences to tell about the main idea of the paragraph. | 1 | 2 | 3 | 4 |
| I used visuals to explain my ideas and information. | 1 | 2 | 3 | 4 |
| I placed my visuals in the right places. | 1 | 2 | 3 | 4 |
| I neatly labelled my visuals. | 1 | 2 | 3 | 4 |

I did well on this assignment because _____

I would like to improve by _____

---

SAMPLE **RESOURCES**

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 94–97, 163, 165, 167, 169.
- Electronic presentation software

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**   identify and eliminate sentence fragments

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Class Edit
Discuss what makes a complete sentence. Invite students to identify and eliminate sentence fragments in an age-appropriate text, using the overhead projector.

**Extension:** Provide students with sentence fragment exercises for practice.

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

### Pair Editing
Students work in pairs to edit one another's original text for complete sentences. Each student has a copy of another's work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make these changes independently.

**Grammar and Usage**

*Students will be able to*

**4.3.1** identify and eliminate sentence fragments *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
−   identify and eliminate sentence fragments?

☐ **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 eliminate sentence fragments (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 identify and eliminate sentence fragments (see sample blackline master in Appendix E: Peer-Assessment Checklist).

☐ **Conferences**
Use completed checklists and students' work samples to Confer with students about their progress in editing for sentence fragments.

---

## 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 spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Checking Spelling

To confirm the correctness of their spelling, students
– check on class charts, in dictionaries or in other texts
– check their personal dictionaries
– ask other students

### 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 personal ways of remembering problem words. They may include statements such as:
– Я цього тижня навчився/навчилася… (This week I learned…)
– Я хочу навчитися…. (I want to learn…)
– Я не певний/не певна… (I am not sure about…)

### Pronunciation and Spelling

Students listen closely as the teacher models correct pronunciation of words and shares how words can be easily misspelled if they are not correctly or clearly pronounced. Students are encouraged to stretch out the correct pronunciation of troublesome words (e.g., волосся, оповідання, сміття) so that they can spell them 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.

### Trouble Words

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

**Spelling**

*Students will be able to*

**4.3.2**  recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
–  recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness?

☐ **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 spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Quizzes**
Together with students, analyze pre- and post-spelling quizzes to determine areas of difficulty and to decide on effective spelling strategies.

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

---

## SAMPLE **RESOURCES**

- Ukrainian-English and English-Ukrainian dictionaries

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

- *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.*

**4.3** Attend to Conventions

GRADE
**5**

**Specific Outcome**

**Capitalization and Punctuation**

*Students will be able to*

**4.3.3** use writing conventions when editing and proofreading

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### 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.

### Writing Conventions Class List
Create a list of expected writing conventions (what does a good piece of writing include?) in Ukrainian. The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation differ in Ukrainian and English (e.g., no capitalization of days of the week or months of the year, placement of quotation marks).

**Extension:** When writing, students refer to the class chart to confirm the use of capital letters (e.g., in titles, headings, and subheadings).

### Choral Reading
Students work in small groups to practise choral readings of passages provided by the teacher. They concentrate on pausing at commas and periods and use 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.

GRADE
5

Specific
Outcome

**Capitalization and Punctuation**

*Students will be able to*

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

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

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

☐ **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 writing conventions when editing and proofreading (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work to insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill (e.g., how and when to use quotation marks).

☐ **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 writing conventions when editing and proofreading (see sample blackline master in Appendix E: Peer-Assessment Checklist).

## SAMPLE **RESOURCES**

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

- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.

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

- *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.*

**4.4** Present and Share

**Share Ideas and Information**

*Students will be able to*

**4.4.1** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Presentations
Students present subject information (e.g., about the physical regions of Canada) in a variety of ways. For example,
– posters advertising the regions
– travel brochures, highlighting places to visit and/or cultural events
– charts to describe features of the regions
– multimedia presentations, using appropriate software

Encourage students to use props (e.g., puppets, flannel boards, story aprons, costumes, and music) to keep the listeners' attention and to maintain interest.

### Presentation Planning
Students complete a prepared checklist on presentation planning to check that they are ready for their own presentation.

### Oral Organization
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? 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** prepare and share information on a topic, using print and non-print aids to engage and inform a familiar audience *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
−   prepare and share information on a topic, using print and non-print aids to engage and inform a familiar 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 and share information on a topic, using print and non-print aids to engage and inform a familiar audience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Self-Assessment Checklist**

| | | |
|---|---|---|
| Name: _____ Date: _____ | | |
| Title of presentation: _____ | | |
| | | |
| I had a plan for doing my presentation. | Yes | No |
| My work was well organized. | Yes | No |
| I practised what I planned to say. | Yes | No |
| I included illustrations, graphics or artifacts. | Yes | No |
| I included sound effects. | Yes | No |
| My audience was interested in my presentation. | Yes | No |
| My audience listened to what I had to say. | Yes | No |
| I answered questions from the audience. | Yes | No |
| The best thing about my presentation was _____ | | |
| One thing I could do better next time is _____ | | |
| One thing I would do the same next time is _____ | | |
| Overall I would rate my presentation as _____ | | |

---

## SAMPLE **RESOURCES**

- Travel brochures from various agencies or provincial tourism centres

- Posters/display material from various agencies.

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

- *Суспільствознавство. Елементи української спадщини в Канаді. Український музей Канади. Кляси 4–8.* Regina, SK: Saskatchewan Education, 1992.

General Outcome *4*

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

**4.4** Present and Share

**Specific Outcome**

**Effective Oral and Visual Communication**

*Students will be able to*

**4.4.2** use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Readers' Theatre

Working in small groups, students rehearse readers' theatre scripts to convey a specific emotion assigned by the teacher (e.g., joy, anger, sadness, or excitement). Each group of students is assigned a different emotion but is provided with the same script. Students present the script, using the appropriate expression and intonation to match the assigned emotion. The teacher invites students to discuss how different volume, intonation and expression convey meaning.

**Extension:** After a trial run of a readers' theatre presentation, students brainstorm ways of making their presentation more effective by using pacing, gestures, facial expression and voice modulation.

### Daily Oral Presentations

Students take turns doing a simple, one-minute oral presentation every day on a simple, given topic or theme being studied (e.g., clothing, weather, news items, favourite food). They are given time to prepare in advance.

### Poetry Presentations

To share a poem, students work in small groups and decide how to present it (e.g., as a choral reading, reading over the intercom, as a posting on the school website, or in other ways they may suggest).

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention?

*(continued)*

Specific Outcome

**Effective Oral and Visual Communication**

*Students will be able to*

**4.4.2** use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention *(continued)*

---

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

☐ **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 gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Checklist**

Develop a checklist to assess students' understanding and ability to use volume, intonation, facial expression, and gestures to support oral communication. For example,

---

**Oral Presentation Checklist**

Name: _____ Date: _____

Title: _____

How does the student use language?

❑ Uses appropriate rate.
❑ Speaks fluently.
❑ Uses appropriate intonation.
❑ Uses appropriate facial expression.
❑ Uses appropriate eye contact.
❑ Uses appropriate hand gestures.
❑ Maintains appropriate physical stance.
❑ Answers questions with confidence.
❑ Elaborates and explains answers.
❑ Demonstrates good rapport with audience.

---

SAMPLE **RESOURCES**

- *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-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 95–96, 165, 167.
- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Пригода дідуся в новому краю», с.194–197.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 5: Повтор-імітація.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Grade 4 English Language Arts: Classroom Assessment Materials.* Edmonton, AB: Alberta Education, 1997.

General Outcome *4*

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

**4.4** Present and Share

---

**Specific Outcome**

**Attentive Listening and Viewing**

*Students will be able to*

**4.4.3** show respect for the presenter, through active listening and viewing behaviours

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Audience Behaviours Chart
Students learn supportive audience responses by helping to develop a classroom chart listing appropriate audience behaviours. They refer to the chart during presentations.

### Fish Bowl Activity
Invite students to participate in a fish bowl activity to help teach or model appropriate and inappropriate behaviour. During a fish bowl activity, the teacher and/or a small group of students role-play while other students watch carefully. Then the whole group discusses the role-play to identify appropriate and inappropriate behaviours.

### Presentation Feedback
Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input. For example,

---

**Форма запису вражень однокласників**

Дата: _____

Назва презентації: _____

Хто виступав: _____

1. Найбільш цікавим для мене було..._____

_____

2. Найкраще, що ти зробив/зробила, щоб втримати мою увагу, було..._____

_____

3. Одне, що ти можеш спробувати наступного разу, це..._____

_____

Підпис _____

---

**"Дві зірки та одна порада"**

Дві речі, які були найбільш цікавими з твоєї презентації, це...

   1.
   2.

Одна порада, яку тобі варто було б врахувати в наступній презентації, це...

_____

---

**Attentive Listening and Viewing**

*Students will be able to*

**4.4.3** show respect for the presenter, through active listening and viewing behaviours
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student
− show respect for the presenter, through active listening and viewing behaviours?

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

☐ **Self-Assessment Checklist**
Students reflect on their behaviour during class presentations. Review necessary vocabulary and ask students to fill out a self-assessment checklist. For example,

---

**Thinking about Myself as an Audience Member**

Name: _____  Date: _____

|  |  | Yes | No |
|---|---|---|---|
| 1. | I was quiet while the speaker was talking. | ❑ | ❑ |
| 2. | My eyes were on the speaker. | ❑ | ❑ |
| 3. | I used my body language to show the speaker I was listening. | ❑ | ❑ |
| 4. | I asked the speaker a question about the topic. | ❑ | ❑ |
| 5. | I paid attention when others asked the speaker questions. | ❑ | ❑ |
| 6. | I made a positive comment about the presentation. | ❑ | ❑ |
| 7. | I enjoyed the presentation. | ❑ | ❑ |
| 8. | I helped my classmates enjoy the presentation. | ❑ | ❑ |

9. The best example of good audience behaviour I showed was _____
_____

10. One way I could improve my audience behaviour is _____

---

## SAMPLE **RESOURCES**

- *The Languages Template 5 to 12. Development Package.* Victoria, BC: Ministry of Education, Skills and Training, 1997.

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

| 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** acknowledge differing responses to common experiences

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Field Trip Discussion

After a field trip, students share and discuss their experiences, using sentence starters. For example,

– мені було цікаво коли...
– мене цікавило...
– я хотів б/хотіла би...

### 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 (e.g., Це оповідання дуже цікаве. Мені подобалося... Ти намалював/намалювала дуже гарні малюнки. Ти вживав/вживала...).

### Personal Experience Collages

Working in small groups, students plan and create collages for a bulletin board display showing comparisons between their own experiences and those of others. They are encouraged to use a variety of media (e.g., recycled newspapers and magazines in Ukrainian and English).

### Interviews

Invite students to brainstorm a list of interview questions to ask others about personal experiences (e.g., playing a sport or the first day of school). Students interview classmates, Ukrainian teachers, family members or Ukrainian-speaking members of the community and compare information received with their own experiences. Interviews may be recorded for use in class. Students chart the various answers that different people gave.

### Venn Diagram

Students explore their own and others' ideas after reading a story by completing a Venn diagram. They use information generated from the Venn diagram to prepare simple oral or written summaries of the story.

Мої думки / Наші думки / Думки мого партнера

GRADE

**5**

Specific
Outcome

**Share and Compare Responses**

*Students will be able to*

**5.1.1**   acknowledge differing responses to common experiences *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student
– acknowledge differing responses to common experiences?

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to acknowledge differing responses to common experiences (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 acknowledge differing responses to common experiences (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

☐ **Portfolios**
Students choose written work or graphic organizers (e.g., Venn diagrams) that illustrate comparisons between their own and others' ideas and experiences.

## SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 57, 157.

- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

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

- Recycled newspapers and magazines

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** discuss ideas, events and figures within stories from oral, print, visual, and multimedia texts from various communities

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Comparing Stories
Using a Venn diagram, students compare varying texts or presentations of the stories *Ріпка* (*The Great Big Enormous Turnip*), *Рукавичка* (*The Mitten*), *Стефан і величезна фасоля* (*Jack and the Giant Beanstalk*), for cultural content, variations, and interpretations.

**Extension:** Discuss and compare William Kurelek's *A Northern Nativity: Christmas Dreams of a Prairie Boy* with a traditional nativity story.

**Extension:** Students compare heroes and villains from Ukrainian tales with other cultural tales.

### Fairy Tale Favourites
When emailing with a class from Ukraine or another city, students share their favourite fairy tale. They compare and contrast their likes and dislikes, using a Venn diagram.

**Extension:** Students share with peers their responses, written in their journals, to tales or legends read in class.

### Newspaper and Magazine Comparison
Students compare cultural representations from local ethnic newspapers or newspapers from other cultures, including newspapers and magazines from Ukraine. Students may compare items such as cartoons, clothing, movies, and advertisements.

**Specific Outcome**

**Relate Texts to Culture**

*Students will be able to*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- discuss ideas, events, and figures 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 discuss ideas, events, and figures within stories from oral, print, visual, and multimedia texts from various communities (see sample blackline master in Appendix E: Observation Checklist).

☐ **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 discuss ideas, events and figures within stories from oral, print, visual, and multimedia texts from various communities (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 discuss ideas, events and figures within stories from oral, print, visual, and multimedia texts from various communities (see sample blackline master in Appendix E: Self-Assessment Checklist).

☐ **Portfolios**
Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

---

## SAMPLE **RESOURCES**

- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977, «Лісоруб», с. 37–41, «Легенда про троянду», с. 60.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992, pp. 247–248, 265.
- *A Northern Nativity: Christmas Dreams of a Prairie Boy.* Kurelek, W. Montreal, QC: Tundra Books, 1976.
- *Стефан і величезна фасоля.* Koszarycz, H. Edmonton, AB: Alberta Parents for Ukrainian Education Society, 1991.
- *Ріпка.* Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *Попелюшка.* Вітер О. (ред.). Київ: Махаон–Україна, 2000.
- *Рукавичка.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.

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 the experiences of individuals in oral, print, visual, and multimedia texts to personal experiences

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Pen Pals
After receiving letters from an extended family member or a pen pal in another part of the world, students write about what it might be like if that person came to live with their family.

### Community Project
After reading about people and their contributions to their communities, students get involved in a community project and relate their experiences to the class. They may visit a senior citizen home as volunteer readers or letter writers, assist with community fundraisers or perform musical presentations for community groups (e.g., seniors, Ukrainian daycare centres, Sadochok). Have students compare their own experiences with those of the people they read about.

**Extension:** Students choose a local heroine or hero to research and prepare a short biography of that person. Have students compare their own experiences with those of the heroine or hero.

### Comparing School Experiences
Using a T-chart or Venn diagram, students compare school experiences here to those in Ukraine or other countries of the world. Consider inviting a recent immigrant from Ukraine to share his or her personal experiences.

### Author Talk
Students contact Ukrainian authors either by email or letter and invite them into the classroom to discuss where they get ideas for their stories. If authors are unable to visit the classroom, students can correspond with them by mail.

**Appreciate Diversity**

*Students will be able to*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student
- connect the experiences of individuals in oral, print, visual, and multimedia texts to personal experiences?

☐ **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 the experiences of individuals in oral, print, visual, and multimedia texts to personal experiences (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 connect the experiences of individuals in oral, print, visual, and multimedia texts to personal experiences. 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 connect the experiences of individuals in oral, print, visual, and multimedia texts to personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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## SAMPLE **RESOURCES**

- Samples of letters from relatives and friends in Ukraine

- *Мова і розмова* student book (*Language and Conversation: A Ukrainian Language Course,* Manitoba)

- T-chart or Venn diagram (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

**Celebrate Special Occasions**

*Students will be able to*

**5.1.4**  select and use language appropriate in tone and form to recognize and honour people and events

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Honouring in the Classroom
Take the opportunity to encourage students to honour visitors and other students in the classroom. For example,
– compose a thank-you letter after someone has visited their class
– following a readers' theatre presentation by one group, other students write short notes of congratulations

### School Event
Students take on a role in a school-based function (e.g., Remembrance Day assembly, awards day, school tea).

### Honouring Songs
Students study the texts of songs, poems and greetings appropriate to particular situations that honour people and events in the Ukrainian community (i.e., *Многая Літа*, *Христос Воскрес*, *Бог Предвічний*, *Сійся-Родися*, *Вічная Пам'ять*).

### Role-Plays
Students practise greeting one another using phrases such as "Привіт," "Добрий день," "Здоров" and "Слава Ісусу Христу." They discuss when and where to use the appropriate greetings. Have students role-play situations where they can practise appropriate greetings.

GRADE

**5**

Specific
Outcome

**Celebrate Special Occasions**

*Students will be able to*

**5.1.4**　select and use language appropriate in tone and form to recognize and honour people and events *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– select and use language appropriate in tone and form to recognize and honour people and events?

☐ **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 select and use language appropriate in tone and form to recognize and honour people and events (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 select and use language appropriate in tone and form to recognize and honour people and events. 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 select and use language appropriate in tone and form to recognize and honour people and events (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

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

- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Сійся, родися», с.103.

- *Пригоди. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.

*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
**5**

**Cooperate with Others**

Specific Outcome

*Students will be able to*

**5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Group Roles
Before working in a group situation, students discuss the roles and tasks of each member. Part way through the task, have students assess if each member is completing his or her role. Also have students assess whether they are staying on task.

**Extension:** When working in pairs, students discuss or write-up a Мій обов'язок task card, outlining their responsibilities in the group.

### Cooperative Group Work 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 Behaviours
Invite students to discuss expected behaviour in cooperative groups. As students share ideas, write them on a chart in Ukrainian and post the chart in the classroom for reference.

**Specific Outcome**

**Cooperate with Others**

*Students will be able to*

**5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– distinguish between on-task and off-task ideas and behaviours in a group, and stay on task?

☐ **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 distinguish between on-task and off-task ideas and behaviours in a group, and stay on task (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with cooperative learning groups to review group process, provide feedback on observations made, and discuss ways to improve the cooperative learning process.

☐ **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 distinguish between on-task and off-task ideas and behaviours in a group, and stay on task (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

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

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**

**Work in Groups**

*Students will be able to*

**5.2.2** assume the responsibilities for various group roles

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Story Work – Group Roles
One student takes on responsibility for recording the group's ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story.

**Extension:** In groups, students assign roles for the dramatization of the *Nova 5* dialogues they studied in class.

### Leading the Group
When studying a story, students take turns being leader of the group. Students review the tasks of the leader.

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– assume the responsibilities for various group roles?

☐ **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 assume the responsibilities for various group roles (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 assume the responsibilities for various group roles (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

☐ **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 assume the responsibilities for various group roles (see sample blackline master in Appendix E: Peer-Assessment Checklist).

## SAMPLE **RESOURCES**

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

*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
**5**

**Specific Outcome**

**Use Language to Show Respect**

*Students will be able to*

**5.2.3**   demonstrate sensitivity to appropriate language use when communicating orally

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Appropriate Language Charts
Invite students to help prepare charts of appropriate language and post them in the classroom for future reference.

### Role-Plays
Model Ukrainian conversational phrases used to show respect for strangers, the elderly, clergy, and parents. Students role-play a variety of situations in which they practise using appropriate conversational phrases.

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

GRADE

**5**

Specific
Outcome

**Use Language to Show Respect**

*Students will be able to*

**5.2.3** demonstrate sensitivity to appropriate language use when communicating orally
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– demonstrate sensitivity to appropriate language use when communicating orally?

☐ **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 sensitivity to appropriate language use when communicating orally (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 demonstrate sensitivity to appropriate language use when communicating orally. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.).
  Едмонтон: Міністерство освіти Альберти, 2005.

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8.*
  Regina, SK: Saskatchewan Education, Training and Employment, 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** assess group process, using checklists; and determine areas for development

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Group Checklists
Students create and complete checklists to assess how effectively their group worked together on an assigned project.

### Role Analysis
Students generate a list of roles and tasks for group work and later do a group assessment in which they assess how well each group member completed a role.

### Project Timeline
Students create a project time line before beginning an assignment. Have them divide their assignment into tasks and order them sequentially. Then have them assign an amount of time or a completion date to each task. Periodically throughout the assignment, have the groups review their timeline and assess whether or not they are on target. If necessary, have them make adjustments.

**Evaluate Group Process**

*Students will be able to*

**5.2.4** assess group process, using checklists; and determine areas for development
*(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– assess group process, using checklists; and determine areas for development?

☐ **Learning Logs**
Students respond to prompts to write in their Learning Logs. Such prompts could include the following:
– Contributions I made to help my group were _____.
– Groups work well when _____.
– I can become a better group member by _____.
Students should give positive feedback and suggestions for improving effectiveness of group work.

☐ **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 assess group process, using checklists; and determine areas for development (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity or use a grid like the following to record students' group behaviours.

| Group Processing Checklist for Grade 5 | | | | | |
|---|---|---|---|---|---|
| Date: _____ | | | | | |
| Topic: _____ | | | | | |
| Names | Used time wisely | Listened to group members | Encouraged others | Contributed ideas and opinions | Helped others understand the talk |
| | | | | | |
| | | | | | |
| | | | | | |

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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 unfamiliar contexts, orally, and in reading and writing

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Dictation
On a regular basis, select unfamiliar vocabulary or passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write the words or passages that 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.

### Expanding Reading Horizons
Students read unfamiliar yet age-appropriate texts, choosing books from the class library and reading to one another.

**Extension:** Code Ukrainian books in the class library according to reading difficulty and invite students to choose books slightly beyond their reading levels.

### Writing
Students work with a partner to generate a list of frequently used words that can be referenced during writing periods. They participate in journal writing activities on a variety of different topics throughout the year.

GRADE
**5**

Specific
Outcome

**Sound–Symbol System**

*Students will be able to*

**6.1.1** apply knowledge of the Ukrainian alphabet accurately in unfamiliar 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 unfamiliar contexts, orally, and in reading and writing?

☐ **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 unfamiliar contexts, orally, and in reading and writing (see sample blackline master in Appendix E: Observation Checklist).

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

☐ **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 unfamiliar contexts, orally, and in reading and writing. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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## SAMPLE **RESOURCES**

- Copies of Ukrainian newspapers (e.g., *Українські вісті* or *Гомін України)*

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

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

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

- Age-appropriate Ukrainian texts from the *Collage 1*, *Collage 2* and *Collage 3* reader series published in Edmonton, AB, by Alberta Learning, 1998, 1999, 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

**Lexicon**

*Students will be able to*

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

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Simple Student Sharing

Have students write simple texts based on a theme or text being studied and share them. For example,
– develop a word search or crossword
– write short rebus readings
– prepare riddles for other students to solve

### Field Trips

Students both plan and participate in field trips where they speak Ukrainian. For example, going to
– the store and making purchases
– a Ukrainian credit union
– a concert
– a church

**Extension:** Students role-play situations where various expressions are used.

### 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 word wall to support conversation.

**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 vocabulary and expressions appropriately in a variety of classroom, school, and community 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 use vocabulary and expressions appropriately in a variety of classroom, school, and community contexts (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 use vocabulary and expressions appropriately in a variety of classroom, school, and community contexts (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

☐ **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 vocabulary and expressions appropriately in a variety of classroom, school, and community contexts (see sample blackline master in Appendix E: Peer-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8*. Regina, SK: Saskatchewan Education, Training and Employment, 1995. Includes pages with classroom vocabulary and common expressions.

- *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

GRADE **5**

**Specific Outcome**

### Grammatical Elements

*Students will be able to*

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

*Nouns*
− instrumental singular
− dative singular
− accusative plural (e.g., *книжки, братів, сестер*)
− genitive plural (e.g., *книжок, братів, сестер*)

*Pronouns*
− personal
  • instrumental
  • dative
− demonstrative, possessive, interrogative
  • instrumental singular (e.g., *[з] цим хлопцем, моєю сестрою, якою книжкою, ким/чим*)
  • dative singular (e.g., *цьому хлопцеві, моїй сестрі, якій дівчині, кому/чому*)
− definite and indefinite (e.g., *усі, усе, ніхто, хтось, хто-небудь, ніщо, щось, що-небудь*)

*Adjectives*
− instrumental singular (e.g., *новим зошитом, цікавою книжкою, гарним автом*)
− dative singular (e.g., *гарному хлопцеві, старшій сестрі*)

*Verbs*
− perfective/imperfective past and future
− *-ся* verbs with genitive, instrumental (e.g., *боятися, цікавитися, займатися*)
− verbs *могти, знати, вміти*

*Adverbs*
− definite and indefinite (e.g., *десь, де-небудь, кудись, колись, якось*)
− of quantity (e.g., *багато, мало, трохи*)

*Numerals*
− 5 and higher plus noun agreement (e.g., *шість приятелів*)

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

*Nouns*
− hard, soft, mixed stem
− accusative singular animate
− genitive singular

*Pronouns*
− demonstrative, possessive, interrogative
  • accusative singular animate
  • genitive singular
  • locative singular
  • accusative plural inanimate

*Adjectives*
− accusative singular animate
− genitive singular
− locative singular
− accusative plural inanimate
− comparative and superlative

*Verbs*
− *-ся* verbs with dative

*Adverbs*
− of frequency (e.g., *іноді, часом, щотижня*)

*(continued)*

**Specific Outcome**

**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:

*Expressions*
− date and year
− at what time
− of emotions

*Conjunctions*
− comparative

*Numerals*
− cardinals over 100
− ordinals over 12

use, **independently** and **consistently**, the following grammatical elements:

*Nouns*
− accusative plural inanimate

*Pronouns*
− personal locative
− demonstrative, possessive, interrogative
  • nominative singular and plural
  • accusative singular inanimate

*Adjectives*
− noun–adjective agreement (e.g., *високий Микола)*

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

*Adverbs*
− of time (e.g., в*чора)*
− of frequency (e.g., *часто)*

*Expressions*
− at what time

*Numerals*
− 1–4 plus noun agreement

**Note:** Grammatical elements that 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
**5**

## 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.

### Definite or Indefinite Game

Have students play a cooperative game in small groups in which they must use the correct definite or indefinite article to complete a sentence or phrase.

### Hundreds and Hundreds

Have students create, exchange and solve various simple math word problems for which the answers are greater than 100. Students may complete these math problems on paper or orally as part of a game or challenge.

### Treasure Hunt Instructions

Have students write instructions in the imperative for a classroom treasure hunt. Encourage students to include activities such as the following:
– physical activities (e.g., hop on one foot, do jumping jacks, spin, bend, stretch)
– manipulating objects in the environment (e.g., pick up, turn over, take, move)
– thinking activities (e.g., think of, imagine, draw, choose, write down)

**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).

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## SAMPLE **RESOURCES**

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

- *Зошит з розвитку мовлення 4(3) клас*. Лабащук О. В., Скіпакевич О. В. Тернопіль: Мандрівець, 2000.

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

- *Довідник з української мови для молодших школярів.* Воскресенська Н. О., Гамова Г. І. Харків: Логос, 2000.

*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
**5**

**Specific Outcome**

**Mechanical Features**

*Students will be able to*

**6.1.4** use basic mechanical features correctly, and apply these features for effect

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### 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.

### Independent Writing
Through independent writing, provide support and encourage students to experiment with and use basic mechanical features.

### 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.

### Student Mini-Lessons
Students prepare mini-lessons to share in class to review basic punctuation and capitalization.

### Looking for Examples
Working in small groups, students study selections of children's literature to find examples of the various uses of capital letters, commas, quotation marks, and other punctuation. They share their findings.

**Mechanical Features**

*Students will be able to*

**6.1.4** use basic mechanical features correctly, and apply these features for effect
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

### Focus for Assessment

Does the student
- use basic mechanical features correctly, and apply these features 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 apply these features for effect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use basic mechanical features correctly, and apply these features for effect (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

## SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8*. Regina, SK: Saskatchewan Education, Training and Employment, 1995—Grammatical Progression pages.

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

- *Довідник з української мови для молодших школярів.* Воскресенська Н. О., Гамова Г. І. Харків: Логос, 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.*

**6.1** 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 apply these features for effect

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Flow of Ukrainian Speech
Draw students' attention to a social convention of Ukrainian speakers: vocabulary flows with very few pauses, almost a melodic, continual dialogue between speakers.

### Discourse Markers
Students are given a list of discourse (transitional vocabulary) markers (e.g., але, тому що, хіба, навпаки). They practise linking related sentences, using the transitional vocabulary.

### Discourse Markers and Echo-Acting
Refer to discourse markers that are used in many of the *Nova 5* echo-acting routines (e.g., перше, друге, колись давно ... перед тим, потім). Using an echo-acting routine as a model, students work in small groups to create their own echo-acting routines with various discourse markers. These echo-acting routines can be illustrated and presented to the class.

GRADE
**5**

Specific
Outcome

**Discourse Features**

*Students will be able to*

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

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– use basic discourse features in oral, print, and visual texts; and apply these features for effect?

☐ **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 discourse features in oral, print, and visual texts; and apply these features for effect (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 basic discourse features in oral, print, and visual texts; and apply these features for effect. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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## SAMPLE **RESOURCES**

- *Мова і розмова. Зошит для студентів. Language and Conversation. Student Workbook 2.* Юрківська С. Вінніпеґ: Конґрес українців Канади, 1998.

- *Нова 5: Повтор-імітація.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

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

GRADE
**5**

**Specific Outcome**

### Listening

*Students will be able to*

**6.2.1**  listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Multimedia
Students listen to or view and interact with a CD-ROM game (e.g., *Рукавичка)*.

### Classroom Guests
Students prepare questions for a guest speaker. After the visit, discuss the answers they heard.

**Extension:** Invite another Ukrainian teacher in the school to speak to the class. Students later retell what they heard to their classroom teacher.

**Extension:** After listening to a story or speaker, students role-play what the message was.

### Video
Students view the dialogues presented in the *Мова і розмова I, II* videocassettes, and recall in their own words the content of the dialogues.

**Listening**

*Students will be able to*

**6.2.1** listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Observation Checklist).

☐ **Learning Logs**
Students record responses in their Learning Logs 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.

☐ **Conferences**
Meet with students to check on their understanding of key information they have heard during oral or media presentations.

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## SAMPLE **RESOURCES**

- *Рукавичка. The Mitten* (CD–ROM). Arsenault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.

- *Рукавичка.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.

- *Мова і розмова*. Level 1, 2. (Language and Conversation: A Ukrainian Language Course). Юрківська С. Вінніпег: Конгрес українців Канади, 1998.

- Electronic presentation software

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 a prepared or spontaneous oral presentation on a familiar topic in a structured situation

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Oral Opportunities

Arrange for various opportunities for students to present orally for the class. For example,

– briefly speak on a class topic (e.g., Мій улюблений спорт, Мій улюблений вид дозвілля, Мені подобається _____ ,тому що_____)
– answer orally several pre-selected questions after reading a short passage in Ukrainian
– retell a familiar story in their own words

### Conversation Presentations

Students rehearse and present common conversational scenarios listed on poster paper. For example,

– Ким я хочу бути, коли виросту?
– Я йду в кіно.
– В яке кіно?
– Я йду побачити _____.
– А я хочу побачити _____.
– То _____ фільм.

### Sharing Circle

Students share about their weekend or evening activities during a sharing circle activity focusing on using verbs in the past tense.

**Speaking**

*Students will be able to*

**6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation. 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 produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation (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 produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Peer-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 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.*

**6.2** Language Competence

**Specific Outcome**

### Reading

*Students will be able to*

**6.2.3**  read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations.

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Charting Main Ideas
Students read a short story and complete a chart asking for the main idea and one or two supporting details (e.g., *Nova 3: Bridge Readers [Language and Development Stories])* stories.

### 5 Ws and 1H
Students fill in a who, what, where, when, why and how graphic organizer after reading a short mystery story or news article.

### Sports Articles
Students choral read and then discuss an article about a famous sports personality (e.g., Oksana Bauil, Serhyj Bubka, Victor Petrenko).

GRADE
**5**

Specific
Outcome

**Reading**

*Students will be able to*

**6.2.3** read and understand the main idea and supporting details of texts dealing with a
familiar topic in structured situations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student
– read and understand the main idea and supporting details of texts dealing with a familiar topic in
structured situations?

☐ **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 read and understand the main idea and supporting
details of texts dealing with a familiar topic in structured situations (see sample blackline master in
Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students, using a variety of short texts and/or series of sentences. Talk with students
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 and supporting details of texts dealing with a familiar topic in structured situations
(see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

- Newspaper articles in Ukrainian

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.*
  Regina, SK: Saskatchewan Education, 1998.

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8.*
  Regina, SK: Saskatchewan Education, 1997.

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

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

- 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.*
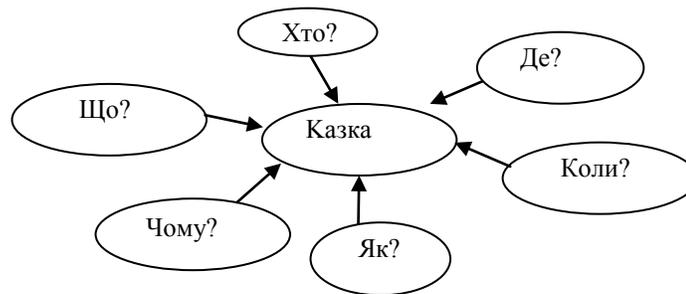
**6.2** Language Competence

Specific Outcome

### Writing

*Students will be able to*

**6.2.4**  produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Web Planning

Students produce their own version of a well-known story. They complete a web or chart to aid their writing (e.g., Cinderella long ago, Cinderella today).



### Writing Opportunities

Provide students with a variety of writing opportunities. For example,

–  write a thank-you letter to a guest speaker or classroom visitor
–  respond to a prompt by writing in their journal
–  write to a pen pal in another school, city, or country
–  after listening to a set story or poem, provide a written addition to the story or write possible dialogue between two characters
–  write about an act of kindness they performed or that someone did for them

GRADE
**5**

Specific
Outcome

**Writing**

*Students will be able to*

**6.2.4**   produce, spontaneously or with guidance, texts on familiar topics in structured
and unstructured situations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- produce, spontaneously or with guidance, 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, 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, texts on familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Portfolios**
Students select samples of work that represent their ability to produce written texts in Ukrainian on familiar topics. They should be prepared to explain why they chose the texts.

## SAMPLE **RESOURCES**

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

- Samples of Ukrainian thank-you letters

- 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.*

**6.2** Language Competence

**Specific Outcome**

**Viewing**

*Students will be able to*

**6.2.5** view and understand a series of simple events and/or representations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Video Viewing

Have students view videos and respond to show their understanding. For example,
– view a video with or without sound and then write or retell the main points of the story
– view a video demonstrating the steps involved in writing a *pysanka* and then design a *pysanka*

### Role-play Viewing

Have students view role-plays and respond to show their understanding. For example,
– play charades, using thematic vocabulary they are familiar with
– pantomime events from their studies or holidays (e.g., humorous or emotional situations)

### Picture Viewing

Have students view pictures and respond to show their understanding. For example,
– sequence pictures to form a story progression
– sort pictures to find how they belong or which do not belong
– read comic strips with or without words

### Timetables and Calendars

Students view a calendar of events or a timetable and explain when things are occurring.

### Posters, Announcements, and Advertisements

Students view a number of posters, announcements, and advertisements for upcoming events in the Ukrainian community, and answer questions about the event. For example,
– Коли відбувається?
– Де відбувається?
– О котрій годині починається?
– Хто виступає?

GRADE
**5**

Specific
Outcome

**Viewing**

*Students will be able to*

**6.2.5** view and understand a series of simple events and/or representations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- view and understand a series 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 series of simple events and/or representations (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 view and understand a series of simple events and/or representations. 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 view and understand a series of simple events and/or representations (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

- Ukrainian-speaking community resource people

- Ukrainian recipe books

- Samples of posters, announcements and advertisements in Ukrainian for community events

- *Pysanka—the Ukrainian Easter Egg* (videocassette). Nowytski, S. (prod.). Minneapolis, MN: Filmart Productions, 1975.

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003— illustrations.

- *Українська вишивка. Ukrainian Embroidery Designs.* Zelska, I. Toronto, ON: Harmony Printing Ltd., 1978.

- *Українські стіби. Ukrainian Embroidery Techniques.* Diakiw-O'Neill, T. Mountaintop, PA: STO Publications, 1984.

*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

GRADE **5**

**Specific Outcome**

### Representing

*Students will be able to*

**6.2.6** create multiple representations of the same 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, and concept frames). Encourage students to use a variety of graphic organizers throughout the year.

### Advertising
Students create an oral announcement, a poster or a song to advertise a school function (e.g., Halloween celebrations, food bank donations, День святого Миколая).

### School Memory Books
Students use a personal disposable camera and 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.

### Multimedia
Students prepare an electronic slide show presentation that includes graphs, text, maps, pictures, and so on to represent the same ideas, events, and/or information.

### Holiday Representations
Students prepare sequence strips to show how their families celebrate an important holiday or cultural or religious celebration. The class displays the strips and compares (in small groups or as a whole) how the same event can be celebrated in various ways.

**Extension:** Using the Christmas traditions presented in *Зачарована ялинка*, students prepare a chart illustrating how their families' celebrations differ from or are similar to the family celebration presented in the book.

GRADE

5

**Specific Outcome**

**Representing**

*Students will be able to*

**6.2.6** create multiple representations of the same ideas, events, and/or information
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
−   create multiple representations of the same 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 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.

## SAMPLE **RESOURCES**

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

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

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

- Electronic presentation software

- 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**  use formal and informal language in familiar situations

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

**Role-plays**

Students role-play meeting and greeting various officials in their classroom, using the proper and acceptable greetings for each person (e.g., clergy, government officials, school officials, other guests, parents, other students, teachers).

**Mini-posters**

Students design mini-posters showing formal and informal language in familiar situations (e.g., at school, in church, on a field trip, greeting a guest). These posters are shared in class and may be posted and discussed. The posters may be reviewed prior to a guest speaker or class field trip.

GRADE
5

Specific
Outcome

**Register**

*Students will be able to*

**6.3.1** use formal and informal language in familiar situations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
− use formal and informal language in familiar situations?

☐ **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 formal and informal language in familiar situations (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 formal and informal language in familiar situations. 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 intonations by recording their thoughts in their Learning Logs. Model the process of reflecting and provide students with sentence starters to assist them.

## SAMPLE **RESOURCES**

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Audio and video recordings of Ukrainian radio and television broadcasts

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 to enhance communication

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Literal Illustrations

After students are introduced to a variety of idiomatic expressions, they illustrate the literal meaning of each idiom, as well as figurative ones (e.g., най тебе качка копне, той що має рацію платить).

### Collecting Idioms

Students review previous Ukrainian texts and *Nova* dialogues for examples of idiomatic expressions. The idiomatic expressions are written on a class chart that is posted in the classroom for future reference.

### Inserting Idioms

Working in small groups, students make changes to the *Nova* dialogue being studied and insert learned idiomatic expressions where appropriate for effect, creating a different version of the dialogue.

**Idiomatic Expressions**

*Students will be able to*

**6.3.2** use learned idiomatic expressions to enhance communication *(continued)*

---

**Focus for Assessment**

Does the student
– use learned idiomatic expressions to enhance communication?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions to enhance communication. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
  – Читання учням уголос.

- *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 regional variations in language

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Dictionary/Thesaurus Search

Students use an English-Ukrainian dictionary/thesaurus and find different words that could be used for a particular object. For example,

– frying pan: сковорода, пательня
– cup: чашка, горнятко

Some dictionaries will indicate if the word is dialectal and the region it comes from (e.g., Galicia was a term used by Austria and later Poland; West Ukraine is Halychyna, Lemkivshchyna, Hutsulshchyna, Bukovyna).

### Regional Songs

Students learn a song from the Lemko region and study the words and variation in language.

### Listening to Weather Reports

Students listen to Ukrainian weather reports and newscasts from radio and television broadcasts from Ukraine and Canada. After listening to these broadcasts, students discuss what they noticed about the pace, pronunciation, intonation and vocabulary used.

### Guest Speakers

Students listen to variations in the Ukrainian language of guest speakers who visit the class during read-in week or classroom visits.

### Reflecting on Differences

Invite students to write about the differences they experienced when listening to and participating in activities that involve regional variations in language. Students should reflect on what they found interesting, challenging, difficult, and rewarding. They should also reflect on and record strategies they used to comprehend and be able to participate in the activities.

**Specific Outcome**

**Variations in Language**

*Students will be able to*

**6.3.3** experience regional variations in language *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– experience regional variations in language?

☐ **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 experience regional variations in language (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students about their experiences of listening to regional variations in language. Ask students what was challenging and interesting and what strategies they used to aid comprehension. Review Learning Log entries during the conference.

---

## SAMPLE **RESOURCES**

- Samples of music from a variety of different regions of Ukraine and the Diaspora

- Video and audio recordings of interviews, weather reports and news broadcasts from Ukrainian radio and television stations/programs (e.g., 101.7 WORLD FM from Edmonton and *Контакт* from Toronto)

- Ukrainian-speaking community resource people

- English-Ukrainian dictionaries and thesauruses

| 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 |

**Social Conventions**

Specific Outcome

*Students will be able to*

**6.3.4** recognize simple social conventions in informal conversations

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Greetings
Encourage students to greet adults and school staff members in the school or classroom with appropriate greetings, body stance, and proximity.

### Language Ladders
Students brainstorm and establish language ladders for expressing gratitude, disagreement, acceptance, refusal, and so on.

### Role-Plays
Students review the locative case and practise the correct use of this case by addressing their classmates and participating in simple role-play situations set up by the teacher.

**Extension:** Students prepare and present a role-play situation where they visit someone or someone visits them.

### Cartoon Strips
Students create a cartoon strip showing appropriate and inappropriate use of social conventions in informal conversations. Examples of appropriate social conventions would include appropriate greetings, turn-taking, disagreeing politely, or refusing a request. Students share their cartoons in class.

GRADE
**5**

Specific
Outcome

**Social Conventions**

*Students will be able to*

**6.3.4** recognize simple social conventions in informal conversations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– recognize simple social conventions in informal conversations?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to recognize simple social conventions in informal conversations. 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 recognize simple social conventions in informal conversations (see sample blackline master in Appendix E: Observation Checklist).

☐ **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**

- Video and audio recordings of interviews, weather reports and news broadcasts from Ukrainian radio and television stations/programs (e.g., 101.7 WORLD FM or CJSR FM88 from Edmonton and *Контакт* from Toronto)

- Ukrainian-speaking community resource people

*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
**5**

## Specific Outcome

**Non-verbal Communication**

*Students will be able to*

**6.3.5** use appropriate non-verbal behaviours in a variety of familiar contexts

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Role-Plays and Dramatizations
When role-playing given situations, students use actions and gestures to help convey meaning. When dramatizing dialogues under study, students concentrate on using facial expressions, gestures and actions to help convey meaning and replicate authentic conversations.

**Extension:** Students play charades to practise appropriate non-verbal behaviours.

### Examples of Non-verbal Communication
Present examples of non-verbal communication in different situations (e.g., drama presentations, television shows, and commercials). Students identify specific features (e.g., facial expressions, hand movements, whole-body movements, and eye contact). In small groups or as a class, discuss how specific features aided the presentation. When students have become familiar with non-verbal cues, give them a script to use in practising non-verbal cues in pairs or small groups.

### Television Shows and Videos
Play clips of television shows or videos with the volume turned off to focus on the use of non-verbal cues, being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, persuade viewers, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.

### Field Trips
Students participate in a number of field trips that demand appropriate non-verbal behaviours. Prior to the field trip, they review appropriate non-verbal and verbal behaviours, and then make a point of practising them during the field trip (e.g., on a field trip to a Ukrainian church, students dress appropriately, boys remove hats, students greet the priest by saying, "Слава Ісусу Христу" and respond "Слава навіки.").

**Non-Verbal Communication**

*Students will be able to*

**6.3.5** use appropriate nonverbal behaviours in a variety of familiar contexts *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– use appropriate non-verbal behaviours in a variety of familiar contexts?

☐ **Learning Logs**
Following the class discussion, have students write about the difference between appropriate and inappropriate non-verbal behaviours in certain contexts based on what they viewed.

☐ **Conferences**
Confer with students to check on their understanding of appropriate and inappropriate non-verbal behaviours.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to use appropriate non-verbal behaviours in a variety of familiar contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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## SAMPLE **RESOURCES**

- *Нова 5: Діялоги.* Соколовський I. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Мова і розмова.* Level 1, 2. (Language and Conversation: A Ukrainian Language Course). Юрківська С. Вінніпеґ: Конґрес українців Канади, 1998.

- Video and audio recordings of Ukrainian-language interviews

- Sample dialogues prepared by the teacher

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., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language [punctuation, rules of capitalization])

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Punctuation Comparison
Working in small groups, students create a Venn diagram to compare rules of capitalization and punctuation in English and Ukrainian. Encourage students to transfer their rules of punctuation from a set of English examples to Ukrainian ones.

### Identify and Sort
Using a familiar text passage, have students complete a variety of tasks. For example,
– identify vocabulary words that have similar verb endings and noun endings
– highlight verbs, adjectives and adverbs with highlighter pens and later sort these words accordingly
– identify and categorize nouns according to gender

### Word Patterns
Allow students to deduce rules by being directed to look for word pattern endings (e.g., the endings ий, -а, -е, -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, students reflect on the effectiveness of graphic organizers in enhancing their language learning.

### Personal Dictionaries
Students create and maintain a personal dictionary. As new Ukrainian words are learned, students enter them into their dictionaries along with drawings, illustrations, or magazine clippings.

**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., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language [punctuation, rules of capitalization]) *(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).

☐ **Portfolios and Conferences**
Students select pieces where organizers were used or language patterns tracked. Confer with students to reinforce the good use of strategies and encourage the use of new strategies.

☐ **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 language learning (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

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

- 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., reflect on the listening, reading, and writing process, check copied writing for accuracy)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Self-Assessment
After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning. They participate in goal-setting and self-assessment activities for listening, speaking, reading, and writing.

**Extension:** Invite students to discover how their daily efforts in class will enhance their learning of Ukrainian. At the end of the class, students are asked to rate their performances on aspects of their daily communication.

### 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 the following:

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 (e.g., reflect on the listening, reading and writing process, check copied writing for accuracy) *(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**
Confer with students to share observations and to invite students to share their personal reflections on their progress as Ukrainian language learners. Discuss with students areas they have identified for improvement and provide direction, encouragement and feedback on their progress.

☐ **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).

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## SAMPLE **RESOURCES**

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

- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

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

**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., understand that making mistakes is a natural part of language learning, experiment with various forms of expression)

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Sharing Facts
Students search out a partner with whom to complete a newspaper assignment. They select an advertisement from a Ukrainian newspaper and identify three interesting facts to report to the class. Students present the information visually with key words and phrases in Ukrainian.

### Author's Chair
Students participate in an author's chair activity by reading completed works or works in progress to classmates. After reading, the author asks for feedback from classmates, using vocabulary charts compiled earlier.

### Sharing Strategies
Discuss strategies that you used when learning Ukrainian or a second language (e.g., using self-talk to make yourself feel confident, using positive self-talk or humour to reduce anxiety, self-correcting, allowing yourself to make mistakes). Have students discuss the strategies and choose one to try in the future.

### 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. Have every student in the group take a turn reading the text before they begin. The student summarizes the text and presents his or her summaries to the rest of the class.

**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., understand that making mistakes is a natural part of language learning, experiment with various forms of expression) *(continued)*

---

SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– identify and use a variety of social and affective 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 social and affective strategies to enhance language learning (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 social and affective strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Confer with individuals or small groups of students about strategies that help them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

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SAMPLE **RESOURCES**

- Copies of Ukrainian newspapers (e.g., *Українські вісті* or *Гомін України)*

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

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**

**Interactive**

*Students will be able to*

**6.5.1**   identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Conversations
Students have a conversation with each other. They then report how they knew whether their partner understood the conversation. Did students
–   hold their heads?
–   look blank?
–   do the wrong thing?
–   do the correct thing?
–   answer correctly?
–   smile and nod?
–   move correctly?
–   ask a relevant question?
–   raise an eyebrow?

**Extension:** Students use the 5 Ws (Хто або Що? Як? Коли? Чому? Де?) to access information from conversations with another student.

### Brainstorm
Invite students to brainstorm a list of 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 and have them 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?").

### Think-Pair-Share
Each student prepares a short 30-second oral presentation on his or her hobbies or after-school activities. Working with a partner, students share their oral presentations. They return to a large group and share something that was shared by their partner.

**Specific Outcome**

**Interactive**

*Students will be able to*

**6.5.1** identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)
*(continued)*

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## 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).

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## SAMPLE **RESOURCES**

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
  – Щоденні мовні вправи—Фізичне реагування на вказівки; Запитання й відповіді для розвитку мови; Мовні ігри.

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

- *Нова 5: Повтор-імітація.* Соколовський І. 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.*

**6.5** Language-Use Strategies

**Specific Outcome**

**Interpretive**

*Students will be able to*

**6.5.2** identify and use a variety of interpretive strategies (e.g., use morphological cues to aid reading comprehension)

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Highlighting Key Words
Students use highlighter pens to focus on key words and concepts when reading an information text.

### Predictions
Students work in small groups to examine a collection of words and pictures related to a text or topic they will be studying in class. They make predictions about the text and share their personal knowledge and experiences with their classmates.

### 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.

**Extension:** Using a familiar text, students complete a cloze activity where nouns are omitted. Students then complete a cloze activity on a familiar topic in which verb endings are omitted.

### 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.

**Interpretive**

*Students will be able to*

**6.5.2** identify and use a variety of interpretive strategies (e.g., use morphological cues to aid reading comprehension) *(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).

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## SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.

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
**5**

**Specific Outcome**

**Productive**

*Students will be able to*

**6.5.3**  identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### The Writing Process

After viewing different examples of basic familiar fables or fairy tales, students create their own texts with illustrations following a chosen pattern. Have them 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.

### Mobiles

Have students create posters with various Ukrainian expressions and phrases, being sure to include illustrations. They copy the words and phrases from those written on the board. Divide students into groups to design, create, and hang mobiles in the classroom. Each mobile should contain elements (vocabulary and grammatical structures) related to a theme studied.

GRADE

**5**

Specific Outcome

**Productive**

*Students will be able to*

**6.5.3** identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences) *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– identify and use a variety of productive 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 productive strategies (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer 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**

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- *Нова 5: Повтор-імітація.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

- Samples of cultural texts (e.g., Ukrainian alphabet books, number books, recipe books, or books that highlight cultural celebrations)

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**

**Cognitive**

*Students will be able to*

**6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., record key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist with performance of a learning task)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Inquiry Process
Brainstorm with students what they know about a topic or theme. Students research the topic and create a presentation. Before beginning their research, have students write what they know and questions to guide their research in the KWL chart. For example,

| Що я знаю | Що я хочу знати | Що я вивчив/вивчила |
|-----------|-----------------|---------------------|
|           |                 |                     |

Have students access and use a variety of information sources (e.g., libraries, the Internet, people in the community and professional organizations).

### Mental Images
Present students with a picture with the word written under it or on the back. Have students concentrate on retaining mental images from the pictures and text to help them remember new vocabulary. Eventually, the picture part of the prompt is removed, leaving only the written text. Alternatively, the picture is left and the word is removed and students recall the name of the item.

### Identify the Group
Identify several categories (e.g., types of plants, animals, vehicles, tools, clothing, instruments). From a container, students draw word cards with names of items on them, read the words and then identify the category or categories they could be placed in.

**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., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task) *(continued)*

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## 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).

☐ **Portfolios**
Students select samples of completed work (e.g., a KWL chart, mind map, or web), that represent their ability to use graphic organizers effectively to help make information in Ukrainian easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

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## SAMPLE **RESOURCES**

- *Нова 5: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
  – Щоденні мовні вправи—Запитання й відповіді для розвитку мови; Проблемні запитання.

- *Thinking Tools for Kids*: *Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

- Copies of Ukrainian newspapers and children's magazines (e.g., *Барвінок*, *Готуйсь!*, *Крилаті*)

- 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.*

**6.6** General Learning Strategies

**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., make a plan in advance about how to approach a task)

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Planning for a Task

Before beginning a task, have students plan the steps they will take to complete the task. For example, 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.

### Self-Analysis

Students complete a self-analysis based on their own needs and interests. Have them think about and answer questions. For example,
1. When I'm working on an activity, what kinds of things help me (e.g., other students, adults, things on my desk, books and reference materials)? How do they help me?
2. What things do I need to do to help myself:
   * before I start
   * during the activity
   * after the activity?
3. What are my favourite things to learn about? Rate the following things from one (like it the most) to ten (like it the least): sort things, organize things, look for information, watch videos, role-play, learn about culture, play games, write my own stories, create artwork, listen to guest speakers.

**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., make a plan in advance about how to approach a task) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
− identify and use a variety of metacognitive 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 metacognitive strategies to enhance general 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 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).

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## SAMPLE **RESOURCES**

- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

- Sample goal-setting forms

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., encourage themselves to try even though they might make mistakes)

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## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Brainstorming Strategies

Brainstorm various social/affective strategies students might use to enhance their learning of Ukrainian. For example,

– use language such as прошу повторити..., тепер моя черга…, прошу подати…
– ask others for help
– watch others' actions and copy them
– offer encouragement and praise to peers
– use positive self-talk
– be willing to take risks

Have students identify the strategies they have used (and when/how they used them), strategies they would like to use more often and strategies they would like to try for the first time.

**Extension:** When students are working in pairs, model for the pair how they encourage each other or point out to others when one student encourages another.

### Group Problem Solving

Students work in groups of five and are assigned a simple problem (e.g., prepare 25 posters about specific Ukrainian activities happening in the school before tomorrow afternoon, make a convincing presentation to Grade 3 students about why it is beneficial to take Ukrainian as a second language). Provide students with a simple problem-solving model. For example,

1. Identify the problem or issue.
2. Think of possible solutions.
3. Identify the consequences of each solution.
4. Decide on the best solution (most positive results).
5. Follow through with a plan of action.

The groups work through the problem and develop an action plan. Have students encourage and support each other in their efforts (e.g., Це буде добре так. То дуже добра думка. Чи ми всі згодні. Я думаю що так буде/не буде краще).

**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., encourage themselves to try even though they might make mistakes) *(continued)*

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## 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).

☐ **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 social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

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## SAMPLE **RESOURCES**

- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public 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.*

**7.1** Self-Identity

GRADE
**5**

**Specific Outcome**

**Understanding Self-Identity**

*Students will be able to*

**7.1.1**   express their own self-concept, and understand that others' perceptions of them may differ from their own

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Sharing about Family
Students prepare a family tree by interviewing and recording information from family members. They share their family trees with their classmates and then post them in the classroom.

**Extension:** Students prepare a list of questions and interview a family or community member to discover his or her family history.

**Caution:** Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. Alternative activities may be necessary.

### Personal Presentations
Have students prepare and present presentations about themselves. For example,
– a collage or poster autobiography of themselves, highlighting their talents, abilities, interests and goals
– a brief presentation on what they want to do when they grow up and why they would choose this career
– their hobbies or the extracurricular activities that they are involved in
– a short presentation or poster about a person they admire and view as a role model

Have students elicit responses from their classmates.

### 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 – Терпляча
А – Активна
Н – Нечемна
Я – Ясноока

### Student of the Week
Students use pictures from magazines to create a picture collage of the Student of the Week. They 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.

**Understanding Self-Identity**

*Students will be able to*

**7.1.1** express own self-concept, and understand that others' perceptions of them may differ from own *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- express own self-concept, and understand that others' perceptions of them may differ from her or his own?

☐ **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 express own self-concept, and understand that others' perceptions of them may differ from their own (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 express own self-concept, and understand that others' perceptions of them may differ from their own. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE **RESOURCES**

- Biographies or autobiographies of famous people written in Ukrainian from books, children's magazines, or websites

- *Нова 5: Читанка-сходинка. Один день з мого життя.* Білаш О., Бондарчук Р., Фодчук М. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.

- 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.*

**7.1** Self-Identity

**Specific Outcome**

**Developing Positive Self-Identity**

*Students will be able to*

**7.1.2** recognize the effect of "put-ups" and "put-downs" on their selves and others

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Comics

Students draw two separate comics of two people talking. In the first one, one character is saying a put-up and the other character says how good this makes him feel. In the second cartoon, one character is saying a put-down and the second character says how badly he or she feels. For example,



Класно виглядаєш!

Дякую. Я почуваюся чудово!

Звичайно, це неправильна відповідь! Не будь смішним!

Ой! Я не люблю помилятися.

### Brainstorming

With teacher guidance, students brainstorm a list of put-up words and phrases to offer encouragement and praise. These are posted in the classroom for students to use throughout the year.

**Developing Positive Self-Identity**

*Students will be able to*

**7.1.2** recognize the effect of "put-ups" and "put-downs" on their selves and others
*(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– recognize the effect of "put-ups" and "put-downs" on her or his self and others?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to recognize the effect of "put-ups" and "put-downs" on their selves and others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Learning Logs**
Students reflect on times they have received put-ups and put-downs, using vocabulary and phrases reviewed in class. They write a brief description of the feelings and events.

| 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** identify the benefits and contributions of the Ukrainian language and culture to their selves

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Class Reflection
Invite students to reflect on questions such as, "How will knowing about Ukrainian holiday customs be important for you?" "Why is knowing how to speak Ukrainian important to you?" Students discuss their ideas in class and create a poster.

### Student Surveys
Using prepared interview questions, students survey other Ukrainian bilingual students about what they believe are the benefits of the Ukrainian program. Students prepare an electronic slide show presentation, using school photographs of cultural events and the information gathered through surveying students.

**Extension:** Students complete a questionnaire about what they believe they will gain for themselves by being in the Ukrainian program.

### Video Presentation
Working in small groups, students prepare a video presentation about the Ukrainian bilingual program (e.g., cultural activities, learning Ukrainian, the benefits of learning Ukrainian).

**Valuing Ukrainian Language and Culture**

*Students will be able to*

**7.1.3** identify the benefits and contributions of the Ukrainian language and culture to self *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- identify the benefits and contributions of the Ukrainian language and culture to his or her 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 identify the benefits and contributions of the Ukrainian language and culture to their selves (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to discuss participation, recognition, and appreciation of the Ukrainian language and culture.

☐ **Learning Logs**
After each activity, students record personal reflections in their Learning Logs. 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 identify the benefits and contributions of the Ukrainian language and culture to their selves (see sample blackline master in Appendix E: Self-Assessment Checklist).

---

## SAMPLE **RESOURCES**

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

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**  recognize the uniqueness of bilingual/multicultural education in a Canadian context

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Canada: a Multicultural Society
Have students research and write about how Canada is a multicultural society and how the ideas of multiculturalism are promoted through education. Students can research various education programs provided in the community.

### Commercials for Bilingual Programs
Students work in small groups to peruse a variety of promotional materials (e.g., brochures, videos, posters for bilingual or multicultural education). They identify key points and messages and work as a class to translate this information into Ukrainian. Students create a poster, brochure, advertisement, or short commercial to promote bilingual or multicultural school programs.

**Extension:** After brainstorming a list of benefits of a bilingual education, students design and write a 30-second commercial for the Ukrainian bilingual program, outlining its benefits and uniqueness.

### Guest Speakers
Invite former bilingual program students to visit the classroom and describe how the program helped them, what they learned, and how they use what they have learned in their communities.

**Valuing Bilingualism/Multiculturalism**

*Students will be able to*

**7.1.4** recognize the uniqueness of bilingual/multicultural education in a Canadian context *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- recognize the uniqueness of bilingual/multicultural education in a Canadian context?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to recognize the uniqueness of bilingual/multicultural education in a Canadian context. 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 recognize the uniqueness of bilingual/multicultural education in a Canadian context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Learning Logs**
Students respond to prompts to write in their Learning Logs. Prompts could include the following:
- Something I learned about _____.
- Something I appreciated about _____.
- Some other things I want to learn about _____.

☐ **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 recognize the uniqueness of bilingual/multicultural education in a Canadian context (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

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## SAMPLE **RESOURCES**

- Copies of promotional materials for bilingual or multicultural education (e.g., brochures, videos, posters)

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 key historical elements, events, figures, and developments of the Ukrainian language and culture (e.g., early Ukrainian immigrants adapting to a new life)

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Exploring and Representing History
Have students explore elements of Ukrainian history and create representations to present what they have learned. For example,
– identify regions of Ukrainian settlement in Canada on a map
– create a timeline of a key event in Ukrainian history (e.g., orange revolution)

### Kozaky
Students prepare a presentation on the traditions and lives of Kozaky and how their experiences helped shape the identity of the Ukrainian people.

### Immigrants of the Early 1900s
Students study what it meant to be a Ukrainian immigrant in the early 1900s, using the paintings and writings of William Kurelek.

**Historical Elements**

*Students will be able to*

**7.2.1** explore key historical elements, events, figures, and developments of the Ukrainian language and culture (e.g., early Ukrainian immigrants adapting to a new life) *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- explore key historical elements, events, figures, and developments 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 key historical elements, events, figures, and developments of the Ukrainian language and culture. 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 explore key historical elements, events, figures, and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students to discuss and provide feedback regarding their participation and experiences in traditional Ukrainian language and cultural activities.

☐ **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 key historical elements, events, figures, and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

- *Історія України в казках та легендах. Історія України в іменах та подіях.* Волосевич О. (ред.-уклад.). Львів: Аверс, 2001.

- *Суспільствознавство. Елементи української спадщини в Канаді. Український музей Канади. Кляси 4-8.* Regina, SK: Saskatchewan Education, 1992.

- Recordings of music by Artemiy Vedel'

- Contemporary women's fashion magazines from Ukraine (e.g., *Жінка* or *Наталі)*

- Selection 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**

**Contemporary Elements**

*Students will be able to*

**7.2.2** explore key contemporary elements, events, figures, and developments of the Ukrainian language and culture (e.g., authors, artists, athletes)

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Contemporary Ukrainian Music
After listening to a number of contemporary Ukrainian songs, students compare and contrast contemporary music from North America and Ukraine.

**Extension:** After listening to a number of selections of Ukrainian contemporary music, students vote for their preferences and graph the results.

**Extension:** Students study and learn the lyrics to a Ukrainian contemporary song chosen by the class as a favourite.

### Collage or Mural
Students create collages or murals that represent what they know and have learned about contemporary Ukrainian culture. The collages should include text.

### Contemporary Biographies
Students research and report on a well-known Ukrainian figure (e.g., Oksana Baiul, Serhjy Bubka, Larisa Sembaliuk Cheladyn, Danny Evanishen, Lesia Savedchuk, Peter Shostak, William Kurelek, Victor Yushchenko, Mykola Lysenko, Marsha Forchuk-Skrypuch). They prepare a short biographical sketch using a template developed in class.

**Extension:** Share a biography about an interesting athlete, scientist, author, musician or artist of Ukrainian descent. Working in cooperative learning groups, students complete a follow-up activity (e.g., make a poster, create a display table, or prepare an illustrated timeline or a collage, using words and phrases highlighting that person's talents and contributions). Students invite other classes to visit and view their work.

GRADE
5

**Specific Outcome**

**Contemporary Elements**

*Students will be able to*

**7.2.2** explore key contemporary elements, events, figures, and developments of the Ukrainian language and culture (e.g., authors, artists, athletes) *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– explore key contemporary elements, events, figures, and developments of the Ukrainian language and culture (e.g., authors, artists, athletes)?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore key contemporary elements, events, figures, and developments of the Ukrainian language and culture. 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 explore key contemporary elements, events, figures, and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Conferences**
Confer with students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

☐ **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 key contemporary elements, events, figures, and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE **RESOURCES**

- Recordings of contemporary Ukrainian music
- Ukrainian websites and search engines (e.g., <www.infoukes.com> or <www.brama.com>)

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 at the provincial level

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Carolling across the Province
Students identify how carols are sung or how carolling is done in rural or urban communities throughout the province (e.g., Нова радість стала, Бог предвічний, going to homes, envelopes through mail requesting donations).

### Pictorial Presentations
Students research and prepare a short pictorial presentation on one of the following topics:
- Ukrainian monuments in the province
- Ukrainian museums in the province
- Ukrainian organizations in the province
- Ukrainian dance groups, choirs, musical ensembles
- Ukrainian language courses for children and adults at various institutions (e.g., Saturday schools, universities in the province)
- Ukrainian festivals and cultural events celebrated in the province
- Ukrainian churches in the province

### Diversity in Language
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 understanding.

**Extension:** Students do an Internet search of schools that offer Ukrainian language instruction throughout the province.

**Diversity**

*Students will be able to*

**7.2.3** explore diversity of the Ukrainian language and culture at the provincial level
*(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– explore diversity of the Ukrainian language and culture at the provincial level?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore diversity of the Ukrainian language and culture at the provincial level. 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 diversity of the Ukrainian language and culture at the provincial level (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to discuss and provide feedback regarding their skills at identifying diverse elements of the Ukrainian language and culture in the province.

☐ **Learning Logs**
After each activity, students record personal reflections regarding diverse elements of the Ukrainian language and culture in the province. Review these entries and provide positive feedback and support where needed.

## SAMPLE **RESOURCES**

- Ukrainian-speaking community resource people

- Audio recordings of Ukrainian radio broadcasts (e.g., 101.7 WORLD FM from Edmonton)

- Video recordings of Ukrainian television programs (e.g., *Контакт* from Toronto)

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 in the Ukrainian language and culture at the provincial level

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Celebrations Across the Province
Students explore and identify the different cultural celebrations in rural/urban centres across the province (e.g., Easter, Christmas). Have students choose a celebration and describe how it has changed over time.

### Guest Speaker
Invite students to listen to a guest speaker's presentation on a variety of topics presenting a historical overview of a Ukrainian organization or event (e.g., schools and the teaching of Ukrainian, Ukrainian dance, music).

### Past and Present Diagram/Chart
Students view a film (e.g., *Teach Me to Dance*) and, in groups, complete a T-chart or Venn diagram to explore similarities and differences between the Ukrainian experience in the past and the present.

GRADE
5

Specific
Outcome

**Change**

*Students will be able to*

**7.2.4** explore and reflect on change in the Ukrainian language and culture at the
provincial level *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
− explore and reflect on change in the Ukrainian language and culture at the provincial level?

☐ **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 in the Ukrainian
language and culture at the provincial level (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.

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to
explore and reflect on change in the Ukrainian language and culture at the provincial level. Record
anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE **RESOURCES**

- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National
  Film Board of Canada, 1978.

- Ukrainian-speaking community resource people

- Graphic organizers (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**

**Positive Group Membership**

*Students will be able to*

**7.3.1**  develop skills that promote cooperation and mutual respect within the classroom and the school

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Working with Another Class
Students are twinned with another class in the school outside the Ukrainian program to work together on a common activity (e.g., a holiday craft, wheat weaving, embroidery, baking *paska*, writing *pysanky)*.

**Extension:** Students prepare for an Easter religious celebration in the school and invite other classes in the school to attend and celebrate with them.

### Brainstorming
Invite students to brainstorm a list of positive feelings that they could share with:
– parents
– friends
– classmates
– teachers

### Expressing Thanks
Using appropriate words and phrases, students design thank-you cards to express appreciation to others.

**Positive Group Membership**

*Students will be able to*

**7.3.1** develop skills that promote cooperation and mutual respect within the classroom and the school *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– develop skills that promote cooperation and mutual respect within the classroom and the school?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to develop skills that promote cooperation and mutual respect within the classroom and the school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**
Conference briefly with individual students, noting the following:
– engagement in cooperative learning tasks
– interest in and enthusiasm for the task
– interest in classmates' contributions

☐ **Learning Logs**
Students respond to prompts to write in their Learning Logs. Prompts may include:
– Contributions I made to help my partner were _____.
  As a result I felt _____.
– Something I learned about helping others is _____
  because _____.

☐ **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 develop skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

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## SAMPLE **RESOURCES**

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.
- Samples of thank-you cards in Ukrainian

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, compare, and reflect on how diversity in Canada has an impact on their selves and others

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Brainstorming
Students brainstorm different foods they have eaten and/or different cultural practices they have adopted into their own lives. For example,

| Food: | Cultural: |
|---|---|
| Chinese chow mein | German Christmas tree |
| Ukrainian *varenyky* | Jewish Hanukkah songs |
| Italian pasta | Native moccasins |
| Arabic *tabouleh* | |
| Indian curry | |
| Jewish blintz | |

### Another Language Class
Students invite a class studying a different language to share their culture with the class. After, students can do a journal entry or prepare a visual presentation on the event and what they learned.

### Cultural Foods
Students survey how foods from different cultures have been integrated into Canadian culture. They then research where they can purchase or sample cultural foods.

### Guest Speaker
Invite a guest speaker to discuss similarities between the local Aboriginal and Ukrainian cultures or other cultures.

**Appreciating Diversity**

*Students will be able to*

**7.3.2** explore, compare, and reflect on how diversity in Canada has an impact on self and others *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– explore, compare, and reflect on how diversity in Canada has an impact on her or his self and others?

☐ **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, compare, and reflect on how diversity in Canada has an impact on their selves and others (see sample blackline master in Appendix E: Observation Checklist).

☐ **Learning Logs**
Respond to students' Learning Logs to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

☐ **Self-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, compare, and reflect on how diversity in Canada has an impact on their selves and others (see sample blackline master in Appendix E: Self-Assessment Checklist).

---

## SAMPLE **RESOURCES**

- Community resource people from various cultures

- Ukrainian websites and search engines, such as the following:
  – www.brama.com
  – www.google.com
  – www.oomroom.ca
  – www.ukip.ca
  – www.infoukes.com

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, compare, and reflect on common human needs and experiences of Canadians

---

## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Places of Worship
Students work in small groups to research places of worship (e.g., temple, church, synagogue, mosque).

### Needs Collage
In a social studies class, students work in groups to create a collage demonstrating the needs of people in different cultures. They discover that human needs are all similar (e.g., food, shelter, clothing, laws, transportation.

### Cultural Organizations Research
In small groups, students research the various cultural groups and organizations that exist in their community, province, and country. Have students discuss and identify the similarities between these cultural organizations (e.g., common goals, ways they meet the needs of people in the community).

**Extension:** Students are encouraged to attend multicultural concerts and celebrations (e.g., Heritage Days in Edmonton, either during or after school hours). They report back to the class about their experiences.

**Appreciating Similarity**

*Students will be able to*

**7.3.3** explore, compare, and reflect on common human needs and experiences of Canadians *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– explore, compare, and reflect on common human needs and experiences of Canadians?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to explore, compare, and reflect on common human needs and experiences of Canadians. 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, compare, and reflect on common human needs and experiences of Canadians (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 explore, compare, and reflect on common human needs and experiences of Canadians (see sample blackline master in Appendix E: Self-Assessment Checklist).

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## SAMPLE **RESOURCES**

- Social studies program resources

- Websites

- Ukrainian websites and search engines, such as the following:
  – www.brama.com
  – www.google.com
  – www.oomroom.ca
  – www.ukip.ca
  – www.infoukes.com

**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 concern for the quality of their own contribution to the classroom or community

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## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Brainstorming

Students brainstorm a list of community service projects that they can organize. For example,

– visit a seniors' lodge
– donate to the food bank
– donate to the SPCA
– have a mitten tree
– make cards for sick children from their classroom
– take part in character education
– help as volunteers in lower-grade classes
– take part in a school patrol program
– volunteer as school secretaries
– volunteer as library assistants

### Community Service Project

As a class, students choose a community service project from the list above and, working in cooperative groups, make a plan to carry it out. During the project, students take photographs and write reflections. They display these on a bulletin board in the hallway to encourage other classes to engage in a project to serve the community.

### Class Discussion and Poster

Record students' responses in Ukrainian to a discussion about ways students can make positive contributions to the classroom and school. Students are required to design a mini-poster, using simple phrases in Ukrainian, showing three ways they can contribute positively to their classroom and school community (e.g., Я можу... Я буду...).

**Contributing to Community**

*Students will be able to*

**7.3.4** demonstrate concern for the quality of their own contribution to the classroom or community *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– demonstrate concern for the quality of own contribution to the classroom or community?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to demonstrate concern for the quality of own contribution to the classroom or community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Self-Assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to demonstrate concern for the quality of own contribution to the classroom or community. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal Setting).

☐ **Self-Assessment Checklist**
Students reflect on their personal contribution to the success of the community service project undertaken by the class. Help students generate their own checklists. Students may be asked to create a web showing all the different people who benefited from the service project and to use key words and graphics to describe at least two ways each person or group of people benefited. (Adapted, with permission, from *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*, Alberta Learning, September 2002.)

☐ **Informal Observation**
Observe students as they participate in the activity. Make mental notes on the extent to which students are able to demonstrate concern for the quality of own contribution to the classroom or community. Offer feedback, encouragement, and praise as needed.

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## SAMPLE **RESOURCES**

- Lists of local community service organizations

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

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
**5**

**Specific Outcome**

**Responsible Citizenship**

*Students will be able to*

**7.4.1**  recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Moral Characters
Working in small groups, students do a study of a Ukrainian fable (e.g., *Лисичка та журавель)*, and discuss the actions of the characters and the results or impact that the actions have on others.

### Discussion and Posters
Invite students to discuss the qualities of honesty and reliability in a variety of situations and to share personal ideas and experiences. As students discuss these qualities, jot down words and phrases in Ukrainian. Students create mini-posters, using illustrations and sentences, to promote responsible behaviour.

GRADE
5

Specific Outcome

**Responsible Citizenship**

*Students will be able to*

**7.4.1** recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations *(continued)*

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
- recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations?

☐ **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 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 recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

## SAMPLE **RESOURCES**

- Ukrainian fables and folk tales (e.g., *Лисичка та журавель*)

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

**Interdependence**

*Students will be able to*

**7.4.2** reflect on the effectiveness of own contributions, and examine the role of the individual in group activities

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Self-Assessment Checklist for Group Work
Students create and complete a self-assessment checklist for use after working in a group. For example, My contribution to the group was
– listening to the ideas of my group members
– expressing my opinions politely
– complimenting others' ideas

### Group Roles and Responsibilities
Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a chart. Roles may include the following:
– Recorder: той, хто пише
– Explainer: той, який пояснює
– Encourager: той, який заохочує всіх брати участь
– Summarizer: той, який підсумовує
– Timekeeper: той, який пильнує час.

Discuss with students the various roles and how they can choose roles for different group tasks.

**Interdependence**

*Students will be able to*

**7.4.2** reflect on the effectiveness of own contributions, and examine the role of the individual in group activities *(continued)*

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SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– reflect on the effectiveness of own contributions, and examine the role of the individual in group activities?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to reflect on the effectiveness of own contributions, and examine the role of the individual in group activities (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**
Confer with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

☐ **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 reflect on the effectiveness of their own contributions, and examine the role of the individual in group activities. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

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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

## Specific Outcome

**Intercultural Skills**

*Students will be able to*

**7.4.3**   accept differences in characteristics and abilities of peers and others

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SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Experiencing Different Groupings
Provide opportunities for a variety of different student groupings. For example,
– students work in heterogeneous groups to complete a task
– students are paired with a younger student for buddy reading
– students serve as mentors to assist a younger student in a computer activity

### Appreciating Others
Encourage students to show their appreciation for the characteristics and abilities of others. For example,
– write positive messages about each other on a pennant, lined paper or card
– choose names from a hat and write anonymous friendly letters or cards telling the person what strengths or personable traits they have
– create colourful posters showing the different characteristics and abilities of their peers in class

**Intercultural Skills**

*Students will be able to*

**7.4.3**   accept differences in characteristics and abilities of peers and others *(continued)*

---

## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
–   accept differences in characteristics and abilities of peers and others?

☐ **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 accept differences in characteristics and abilities of peers and others (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 accept differences in characteristics and abilities of peers and others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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## 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
**5**

**Specific Outcome**

**Future Opportunities**

*Students will be able to*

**7.4.4**   identify individual strengths and areas for further development, and establish personal goals and action plans

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## SAMPLE **TEACHING AND LEARNING** ACTIVITIES

### Visiting Older Grades
Students visit a Grade 6 class and interview those students to find out what skills are necessary to be successful in Grade 6. They then make a personal plan to set goals they will work on (e.g., over the summer).

### Reflection and Goal Setting
Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, students start each class by noting daily goals for
–   number of times they will speak
–   number of people they will speak to
–   two or three key words or structures they will practise and use at least five times

At the end of each class, students could review their goals and record the extent of their success.

### Brainstorming and Action Plan
Students brainstorm a list of personal goals a Grade 5 student might have. Record students' ideas in Ukrainian on chart paper. Working with partners, students classify the list of goals as short-term and long-term. They choose one short-term and one long-term goal and, on a goal-setting sheet, write up their goal and action plan. Students should reflect on what would happen if they did not achieve their goals.

**Future Opportunities**

*Students will be able to*

**7.4.4** identify individual strengths and areas for further development, and establish personal goals and action plans *(continued)*

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## SAMPLE **ASSESSMENT** STRATEGIES

**Focus for Assessment**

Does the student
– identify individual strengths and areas for further development, and establish personal goals and action plans?

☐ **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 individual strengths and areas for further development, and establish personal goals and action plans (see sample blackline master in Appendix E: Observation Checklist).

☐ **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.

☐ **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 individual strengths and areas for further development, 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).

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## SAMPLE **RESOURCES**

- Samples of action plans written in Ukrainian

- Goal-setting forms

- *Self-Assessment and Goal-Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.