

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

**Express Ideas**

*Students will be able to*

**1.1.1** use exploratory language to discover own interpretations and share personal responses

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Student Critique**

Students write a critique of a play or presentation they have attended in the form of a review for a newspaper. They share their responses with a partner or group. For example,

- Мені подобалося...
- Мені не подобалося...
- Я найбільше любив/любила.
- Я даю \_\_\_\_\_ зірок.

**Extension:** After reading a short story or news article in Ukrainian, students write a short critique, using a template developed in class.

**Journal Sharing**

Students dialogue with peers via journal entries on topics of interest or concern. Interactions may include raising questions about an entry, expressing enjoyment, expressing empathy, sharing similar experiences, or asking for clarification.

**Inside-outside Circle**

Students participate in an inside-outside circle. Invite students to form two circles, one inside the other. Students in the circles turn to face one another. When the music begins, students in each circle walk in opposite directions. When the music stops, pose a question or a topic for students to discuss. Students share information in Ukrainian before the music starts again. Some topics may include favourite sports, school subjects, after-school activities, and favourite holidays.

Questions may include:

- З ким ви святкували День подяки?
- Де ви святкували?
- Які страви ви їли?
- Що ви пили?
- Що ви робили?

**Prediction**

In small groups, students study the illustrations of a new dialogue from the *Nova 6* series, without being presented with the accompanying script. After discussing possible storylines, characters, and events, students record their predictions in a prediction chart. For example,

Таблиця передбачення

1 Діалог №. 1	2 Що я думаю і чому?	3 Що трапилося насправді?	4 Наскільки правдивим було моє передбачення?

**Express Ideas***Students will be able to*

- 1.1.1** use exploratory language to discover own interpretations and share personal responses (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use exploratory language to discover own interpretations and share personal responses?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use exploratory language to discover own interpretations and share personal responses (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 use exploratory language to discover own interpretations and share personal responses (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 if their peers are able to use exploratory language to discover own interpretations and share personal responses (see sample blackline master in Appendix E: Peer-Assessment Checklist).

## SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

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

**Consider Others' Ideas**

*Students will be able to*

**1.1.2** select from others' ideas and observations to develop own thinking and understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Partner Work**

Working with a partner, students explain what they see happening in a picture or story starter. They keep a journal in which they summarize what they have learned either through their own study or from other students (e.g., Я навчився/навчилася, що...).

**Student Survey**

Students conduct a survey of their classmates to find out how many support and how many are against a particular issue (e.g., a new bicycle helmet bylaw).

**Relationship Frames**

Upon completion of a study comparing education in Canada and another country, students summarize information by completing a relationship frame. For example,

Освіта	
Ім'я: _____	Дата: _____
Освіта в Канаді	Освіта в Стародавній Греції
Напиши узагальнення.	
В Канаді...	
В Стародавній Греції...	

**Dialogues**

Invite students in small groups to exchange ideas for enjoyable things to do on a Saturday afternoon. Then students prepare dialogues with partners in which they plan activities together, exchanging opinions and giving reasons for their choices.

**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.

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

- 1.1.2** select from others' ideas and observations to develop own thinking and understanding (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- select from others' ideas and observations to develop own thinking and understanding?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to select from others' ideas and observations to develop own thinking and understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Confer with students in a variety of contexts. Ask students what types of questions they have used to seek the viewpoints of others.

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to select from others' ideas and observations to develop own thinking and understanding (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to select from others' ideas and observations to develop own thinking and understanding (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Повтор-імітація*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8*. Regina, SK: Saskatchewan Education, 1997.

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

**Experiment with Language**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Book Response Sharing**

After reading a book of their choice, students choose an effective way to share the book. For example,

- make a soap sculpture of the main character with a short, written character description
- create a mobile with illustrations and short write-ups of five major events from the story
- write a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book
- make a movie poster, sharing information about the book
- write character descriptions in the form of Most Wanted posters for the main characters
- change the ending of the story and present it to the class.

**Dramatic Presentations**

After reading a story in Ukrainian, students pantomime feelings or dramatize their favourite part of the story.

**Extension:** Students rewrite their favourite Ukrainian folk tale into a readers' theatre script.

**Letters to the Author**

Students write a letter to the author of a book or story they have read, explaining their favourite part of the story.

**News Stories**

Students write a news story about the events in a story or dialogue under study. For example, students write about the earthquake and hurricane that hit the kingdom of Моріянія in *Nova 6: Пригоди принцеси Любослави та блязня Нийвіра*.

**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.

**Experiment with Language***Students will be able to*

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

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

Does the student

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

**Observation Checklist**

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

**Conferences**

Invite students to discuss their experiences with a variety of new forms of self-expression. Encourage students to identify their strengths and target areas for improvement. Have them identify new forms they would like to experiment with.

**Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well 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: Rubric or Rubric and 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 if they are able to explore and experiment with a variety of forms of expression for particular personal purposes. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal Setting).

**SAMPLE RESOURCES**

- A collection of Ukrainian fairy tales.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Digital or disposable camera

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

**Express Preferences**

*Students will be able to*

- 1.1.4** assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Book Talk**

In groups of four, students meet biweekly for a book/story talk, using predetermined criteria with which they are familiar. They share their opinions about what they have been reading at school or at home (e.g., picture books, magazines, novels, information books).

**Comparison and Discussion**

Students read a story and view the video of the same story. They make a Venn diagram to show the similarities and differences between the book or story and movie or video. They discuss which version they prefer.

**Favourites Interviews**

Students interview one another about personal favourites. For example,

- Яка твоя улюблена українська народна казка?
- Яке твоє улюблене оповідання?
- Які книжки ти любиш читати?
- Які кінофільми ти любиш дивитися?
- Який твій улюблений український автор?
- Який твій улюблений англійський автор?

**Extension:** Students interview a student, as if on television, talking about his or her favourite book. They enjoy mimicking reporters from Ukraine (e.g., зараз ми почуємо від читача \_\_\_\_\_, який розкаже нам про свою улюблену книжку \_\_\_\_\_). This can also be done with a personal literacy record, indicating all the listening, viewing and reading activities for the week.

**Website Favourites**

Students bookmark their favourite websites and then create a Ukrainian poster that advertises the websites.

**Text Advertisements**

Students choose favourite Ukrainian texts from the library and create advertisements for them, using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists in the classroom from a brainstorming activity to assist them in creating advertisements. They present and discuss their advertisements with the class.

**Express Preferences***Students will be able to*

- 1.1.4** assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms (*continued*)

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

Does the student

- assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms?

**Observation Checklist**

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

**Conferences**

Discuss students' reading records and preferences for a particular form of text.

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms. Offer feedback, encouragement and praise as needed.

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти 1977.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.
- A collection of Ukrainian folk tales
- Venn diagram (see sample blackline master in Appendix D)

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**Set Goals**

*Students will be able to*

**1.1.5** assess personal language use, and set personal goals to enhance language learning and use

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Writing Goals**

Using pre-established questions, students review their writing to set new writing goals. For example,

- Did I organize my information into paragraphs?
- Is my story written in a logical order?
- Did I use newly acquired vocabulary in a piece of writing?

**Language Use Goals**

Students set personal goals for improving their Ukrainian language use. For example,

- Моя мета...
- Ця мета важлива мені тому, що...
- Я можу попросити допомоги у...

**Portfolio Analysis**

Students keep a collection of their work in Ukrainian in a personal portfolio. They periodically review evaluated assignments and, based on the comments, describe two strengths of the work and set improvement goals for the next assignment.

**Reading Records**

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

Місяць: _____
Ім'я: _____
1. Цього місяця я прочитав/прочитала _____ книжок.
2. Я поділився/поділилася _____ книжками з моїми однокласниками.
3. На наступний місяць я прочитаю _____ книжок.
4. На наступний місяць я поділюся _____ книжками.
5. Коли я читаю, я добре вмюю...
6. Я хочу краще...
Учительські коментарі:

**Set Goals***Students will be able to*

- 1.1.5** assess personal language use, and set personal goals to enhance language learning and use (*continued*)

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

Does the student

- assess personal language use, and set personal goals to enhance 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 if students are able to assess personal language use, and set personal goals to enhance 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 assess personal language use, and set personal goals to enhance language learning and use. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

The student conferences 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.

 **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 if they are able to assess personal language use, and set personal goals to enhance 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).

SAMPLE **RESOURCES**

- Goal-setting suggestions and forms from other curricular areas (e.g., health and life skills and social studies)
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.
- *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 explore thoughts, ideas, feelings, and experiences.*

**Develop Understanding**

*Students will be able to*

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Story Frames**

Students use a story frame to represent the key elements of a Ukrainian folk tale they are reading. Encourage students to draw upon their prior knowledge and experiences during a class discussion of the story.

**Структура твору**

Структура твору \_\_\_\_\_.

<b>Місце дії</b>	<b>Головні персонажі</b>	<b>Проблема</b>
<b>Важливі події</b> 1. 2. 3. 4.		<b>Розв'язка або закінчення</b>

**KWL Chart**

In small groups, students brainstorm and record on a KWL chart what they know about a topic. They read a short informational article and, upon completion, add new information to the chart.

Що знаємо	Що хочемо знати	Чого навчилися

**Develop Understanding***Students will be able to*

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (*continued*)

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

Does the student

- use prior knowledge and experiences selectively to make sense of new information in a variety of contexts?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (see sample blackline master in Appendix E: Observation Checklist).

**Conferences**

Discuss with students the importance of reflecting on prior knowledge and experiences for new learning experiences. Students should be encouraged to reflect on and articulate why new learning experiences are important to them (e.g., What’s in it for me?).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (see sample blackline master in Appendix E: Self-Assessment Checklist).

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts. Offer feedback, encouragement and praise as needed.

**SAMPLE RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- KWL chart (see sample blackline master in Appendix D)

General Outcome

1

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

1.2 Clarify and Extend

GRADE

6

Specific Outcome

**Explain Opinions**

*Students will be able to*

1.2.2 explain personal viewpoints, and revise previous understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Class Debate**

Invite students to participate in a debate activity in Ukrainian. Present students with questions such as, “Would you rather go to a hockey game or to a movie?” or “Would you rather live in Edmonton or Vancouver?” In groups, students decide how they would answer the question, then prepare at least three supporting arguments. Their arguments are then shared with the rest of the class (e.g., Я хотів би/хотіла б жити в Манітобі тому, що я люблю зимові види спорту).

**Sharing Viewpoints**

Working in small groups, students share their viewpoints on recent classroom activities and/or field trips by preparing a survey and administering it to classmates. The results of the survey are tallied and a short summary prepared.

**Explain Opinions***Students will be able to***1.2.2** explain personal viewpoints, and revise previous understanding (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explain personal viewpoints, and revise previous understanding?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explain personal viewpoints, and revise previous understanding (see sample blackline master in Appendix E: Observation Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explain personal viewpoints, and revise previous understanding. Offer feedback, encouragement and praise as needed.

 **Conferences**

Confer with students and have them explain new concepts and why these concepts are important to them. Use this opportunity to have students explain their personal viewpoints and opinions on a topic.

**SAMPLE RESOURCES**

- Copies of Ukrainian children's magazines (e.g., *Готуйсь, Барвінок, Крилаті*)
- Ukrainian newspapers (e.g., *Українські вісті, Гомін України* or *Дзеркало тижня* <[www.zn.kiev.ua](http://www.zn.kiev.ua)>)

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

**Combine Ideas**

Students will be able to

**1.2.3** search for ways to reorganize ideas and information to extend understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Relationship Frame**

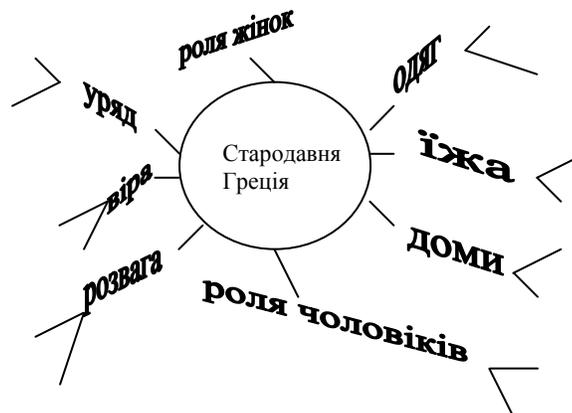
Students reorganize information from oral, print, visual, or multimedia texts or current events, using a relationship frame. For example, in a story, students could complete a relationship frame that illustrates the changes in the main character as the story progresses.

**Extension:** Students complete a relationship frame for characters from *Nova 6: Пригоди Любослави та блязня Нийвіра*. For example,

Таблиця зміни головних персонажів		
<u>Дієва особа</u>	<u>Зміни</u>	<u>Результати</u>
Любослава		
Нийвір		

**Mind Map**

After students complete a story or theme study, they express their understanding in the form of a mind map. For example,

**Graphic Organizers**

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

**Combine Ideas***Students will be able to*

- 1.2.3** search for ways to reorganize ideas and information to extend understanding  
(continued)

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

Does the student

- search for ways to reorganize ideas and information to extend understanding?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to search for ways to reorganize ideas and information to extend understanding (see sample blackline master in Appendix E: Observation Checklist).

**Conferences**

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

**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 search for ways to reorganize ideas and information to extend understanding (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**Portfolios**

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

**SAMPLE RESOURCES**

- *Досить*. Форчук Скрипук М. Едмонтон: Методичний кабінет української мови, 2000.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *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)

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

**Extend Understanding**

*Students will be able to*

**1.2.4** ask a variety of questions to clarify information and develop new understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES****5 Ws and 1H**

Students use the 5 Ws and 1 H organizer (Хто? Що? Як? Де? Коли? Чому?) to create questions on a specific topic.

**Story Grid**

Students use a story grid to map a story that they have heard, read, or viewed. For example,

	Сцена 1	Сцена 2	Сцена 3
Хто?			
Що?			
Коли?			
Де?			
Чому?			

**Interviews**

In pairs, students interview one another to find out personal information, using pre-established questions. They use this information to write a biography of their partner. For example,

- Які в тебе хобі?
- Які в тебе мрії?
- Яка твоя улюблена музика?
- Що ти любиш робити у вільний час?

**Extension:** Generate questions for interviewing other students, teachers, family members, or Ukrainian-speaking people in the community.

**Oral Presentation Questions**

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...
- Скажи більше...
- Поясни, будь ласка,...

**Extend Understanding***Students will be able to*

- 1.2.4** ask a variety of questions to clarify information and develop new understanding  
(continued)

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

Does the student

- ask a variety of questions to clarify information and develop new understanding?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask a variety of questions to clarify information and develop new 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 ask a variety of questions to clarify information and develop new understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Conduct interviews when assessing students. Look for evidence that:

- interactions are taking place in Ukrainian
- 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 if they are able to ask a variety of questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Ukrainian-speaking community resource people
- A variety of travel brochures

*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.*

**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****KWL Chart**

Before reading an informational article, students complete the first two columns of a KWL chart. After reading, students complete the third column to show the new ideas and information that they learned.

Тема:

К Що я знаю про ___?	W Що я хочу знати?	L Що я вивчив/вивчила?
• • •	• • •	• • •

**Autobiography Timeline**

In preparation for writing an autobiography, students develop a timeline that summarizes significant events in their lives. For example,

Моє життя

•	•	•	•
1987	1989	1991	1993
народився в Калгарі	переселився до Едмонтону	моя сестра народилася	почав 1-ший клас

**Prior Knowledge***Students will be able to*

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

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

Does the student

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

**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**

Conference with students to determine whether they 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).

**SAMPLE RESOURCES**

- Graphic organizers (see sample blackline masters in Appendix D)
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

*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.*

**Comprehension Strategies**

*Students will be able to*

**2.1.2** use comprehension strategies, such as interpretive language-use strategies, appropriate to the type of text and purpose

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Prediction**

Invite students to predict what is going to happen in the next chapter of *Нова 6: Пригоди принцеси Любослави та блязня Нуйвіра* by presenting open-ended questions. For example,

- Я думаю, що...
- Це станеться тому, що...

**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.

**Story Maps**

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

**Sketching Notes**

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 comprehension strategies, such as interpretive language-use strategies, appropriate to the type of text and purpose *(continued)*

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

Does the student

- use comprehension strategies, such as interpretive language-use strategies that are appropriate to the type of text and purpose?

 **Checklist**

Comprehension Checklist—Grade 6	
Name: _____	Date: _____
Text: _____	
The student uses the following comprehension strategies:	
<input type="checkbox"/> makes viable predictions <input type="checkbox"/> sets a purpose for reading, viewing or listening <input type="checkbox"/> asks appropriate questions <input type="checkbox"/> infers meaning <input type="checkbox"/> confirms predictions <input type="checkbox"/> rejects incorrect predictions <input type="checkbox"/> makes logical conclusions <input type="checkbox"/> self-monitors understanding <input type="checkbox"/> self-corrects, using fix-up strategies	

 **Conferences**

Conference with students to discuss their use of comprehension strategies.

**SAMPLE RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Graphic Organizers: Visual Strategies for Active Learning*. Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- KWL chart (see sample blackline master in Appendix D)
- Story map templates

*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.*

**Textual Cues**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Using Text Features**

Students use information in textbook margins, picture captions, questions, chapter introductions, summaries and special features to assist in understanding a topic.

**Extension:** Students use the headlines and sidebar summaries of newspaper and magazine articles in Ukrainian to decide if the articles are of interest or relevance.

**Extension:** Students access a Web page on the Internet and explain how its layout and design helped them understand its content and find more information.

**Class Graph**

Students use a class graph showing how many students in each grade wear bicycle helmets to answer questions. For example,

- In which grades do most students wear helmets?
- Does helmet use increase or decrease as students get older?

**Strategies**

Invite students to brainstorm strategies to read and understand the meaning of new words. These strategies are posted in the classroom for student reference. For example,

- Look at the parts of the word to see if they give clues to the meaning.
- Skip the word and read on to get a sense of what it may mean from the whole sentence, and then reread the sentence.
- Break the word into syllables and sound it out.
- See if the new word looks like other words you already know.

**Video or Film**

Invite students to view a video or film and ask them to pay attention to one particular cue (e.g., music, costuming, actions, sound effects, or lighting). Following the viewing, students discuss, using simple words and phrases, how the music, for example, created mood, supported the action and helped them understand the content (e.g., *Музика змінилася—я знав/знала, що станеться щось страшне*).

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

Does the student

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

 **Checklist and Comments**

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

 **Conferences**

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

 **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 textual cues to construct and confirm meaning in interpreting text (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Quiz**

Students are given a passage to read from a familiar text and asked to identify the main idea and supporting details.

**SAMPLE RESOURCES**

- *Лікар Айболить*. Чуковський К. Львів: Аврес, 2000.
- *Нова 6: Вправи до навчальних розділів 1–10*. Тарнавська І., Яремко Г. Едмонтон: Міністерство освіти Альберти, 2004.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.
- Copies of Ukrainian newspapers (e.g., *Український голос*, *Гомін України*, *Українські вісті*)
- Copies of Ukrainian children's magazines (e.g., *Готуйсь*, *Барвінок*, *Веселка*, *Крилаті*)

*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.*

**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 variety of reference resources 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.

**Dictionary**

When completing a journal entry, students use a dictionary to check the meaning of words they are unsure of. When students encounter unfamiliar words in a subject area text, they use the glossary or a dictionary to confirm meanings.

**Word Roots**

When encountering a new word in a reading passage, students find the root of the word to determine the word meaning (e.g., прочитати – читати).

**Word Order**

When given a list of words in random order, students unscramble them to create grammatically correct sentences. They use their knowledge of word order and the meanings of new vocabulary to complete a cloze passage.

**Guess the Letter**

Students play a game of “Guess the Letter” in which they have to guess the letters in the word(s) or the words in a sentence(s) that have been omitted. For example, from *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*:

Кн\_з\_ / В\_д\_л\_ / ж\_ / / М\_рія\_ / з/ до\_ \_ю/ Лю\_ \_ \_ \_ \_ в\_ \_ .

Solution: Князь Водолій живе в Моріянї з дочкою Любославою.

**Extension:** Students play “Word Explosion,” using root words (e.g., громада–громадяни, великий–велетень).

**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 variety of reference resources 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 variety of reference resources 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 variety of reference resources to determine word meaning in context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic, and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context. 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 use semantic, morphological, phonological, graphophonic, and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Quiz**

Use cloze procedures to assess students' comprehension skills before and after listening, reading, or viewing a text.

**SAMPLE RESOURCES**

- Ukrainian-English dictionaries
- A variety of Ukrainian folk tales and stories
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977, «Словник», с. 124–130.
- *Нова 6: Вправи до навчальних розділів 1–10*. Тарнавська І., Яремко Г. Едмонтон: Міністерство освіти Альберти, 2004.

*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.*

**Experience Various Texts**

*Students will be able to*

**2.2.1** experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, and dramatic performances; and share responses to these texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Folk Tale Dramatization**

After reading a variety of Ukrainian folk tales, groups of students dramatize individual folk tales to present to the class or to other grades.

**Poetry Response**

Students listen to an oral reading of a poem in Ukrainian and create a sketch of the image communicated by the poem's words.

**Experiencing and Discussing Artwork**

Students discuss various works by illustrators. For example,

- Він має цікаві ілюстрації.
- Мені подобаються кольори, які ілюстратор вживає.

**Extension:** Students discuss the illustrations in a variety of stories they have read throughout the year.

**Text Log**

Students keep text logs in which they record the number, titles, authors, and genres of texts that they experience.

**Ukrainian Comic Books**

Invite students to look at excerpts from Ukrainian comic books and identify phrases or expressions useful for creating their own short comic strips modelled on those they have read.

**Contemporary Ukrainian Songs**

Students examine the lyrics of a contemporary Ukrainian song. They find familiar words to predict the song's content or theme. In groups, students could create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync with it.

**Experience Various Texts***Students will be able to*

- 2.2.1** experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, and dramatic performances; 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 autobiographies, travelogues, comics, short films, myths, legends, and dramatic performances; 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 autobiographies, travelogues, comics, short films, myths, legends, and dramatic performances; and share responses to these texts (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Conference with students to discuss preferences for particular types of text. Encourage students to explore texts from less-familiar cultural traditions, forms, and genres.

 **Learning Logs**

The student may use a log to track personal reading. Use the Reading Log to encourage students to explore a variety of texts. Give students a series of questions to respond to about their text choices. For example,

- Про кого цей текст?
- Що відбувається?
- Де відбувається?
- Коли відбувається?
- Чому відбувається?
- Яку проблему розв'язано?

**SAMPLE RESOURCES**

- Works by Ukrainian illustrators (e.g., Halia Dmytryshyn, Marika Onufrijchuk Sokulski, Deborah Uman-Sures, Larisa Symbaliuk Cheladyn)
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходить зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Наші скарби Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Мовна діяльність. Вправи для серії читанок Тут і там.* Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.

*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.*

**Connect Self, Texts, and Culture**

*Students will be able to*

**2.2.2** compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, visual, and multimedia texts.

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Courageous Characters**

Students discuss how the main characters in *Нова 6: Пригоди принцеси Любослави та блазня Нуйвіра* show courage. They use the dialogues to find supporting details. A discussion about courage could follow.

**Extension:** In pairs or small groups, students prepare an interview with a main character from the *Nova 6* dialogues. They may then role-play these interviews in class.

**Teach Me To Dance**

After viewing the video *Teach Me To Dance*, students discuss if they would like challenges such as living the daily life of an early Ukrainian immigrant.

**Interviews**

Students interview one or two adults (e.g., family members, recent immigrants from Ukraine, seniors, or teachers) in Ukrainian to discover the lifestyle of an older generation.

**Звертання до вчителів або до будь-якої дорослої особи**

- Де ви народилися?
- Якою мовою ви розмовляли вдома та на вулиці?
- Які свята святкувала ваша родина?
- Де і як ваша родина діставала їжу?
- Які улюблені страви вашої родини?
- Які засоби транспорту вживала ваша родина?
- Яким було ваше шкільне життя?

**Extension:** In small groups, students prepare interview questions to learn about life in contemporary Ukraine. Students role-play to practise the interview process.

**Way of Life Portrayals**

Students construct a diorama or collage to portray a way of life described in an interview or studied in class (e.g., contemporary Ukraine).

**Connect Self, Texts, and Culture***Students will be able to*

- 2.2.2** compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, visual, and multimedia texts (*continued*)

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

Does the student

- compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, 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 compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, visual, and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

**Conferences**

Conference 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 compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, visual, and multimedia texts (see sample blackline master in Appendix E: Self-Assessment Checklist).

**Learning Logs**

Have students compare a character from a story or video with themselves. Provide sentence starters and vocabulary charts as language support for the activity.

**SAMPLE RESOURCES**

- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Нова 5: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:  
–Читання учням уголос.
- Ukrainian-speaking community resource people

*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.*

**Appreciate the Artistry of Texts**

*Students will be able to*

**2.2.3** identify and respond to descriptive and figurative language in oral, print, visual, and multimedia texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Character Analysis**

Working with a partner, students use a chart to describe the characteristics and actions of a character from *Нова 6: Пригоди принцеси Любослави та блязня Нуйвіра*. They also record why they think the characters and actions are believable or not.

Character Name: _____		
Story Name: _____		
	Believable—Why?	Not Believable—Why?
Characteristics		
Actions		

**Extension:** After reading a story, students make charts comparing the main characters to people they know.

**Examining Poetry**

Students identify and respond to descriptive and figurative language in poetry. They then write their own simple poems, using descriptive and figurative language.

**Proverb Illustrations**

Students illustrate their favourite proverbs from the *Nova 6* dialogues and compile them into a class book.

**Extension:** Students compare and contrast Ukrainian and English proverbs, using a Venn diagram or other graphic organizer.

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

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

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

Does the student

- identify and respond to descriptive and figurative language in oral, print, visual, and multimedia texts?

 **Conferences**

Discuss the student's skills in identifying and using figurative language. Provide the student with individual mini-lessons based on observation and discussion of his or her work.

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

**SAMPLE RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Computer drawing software
- Graphic organizers (see sample blackline masters in Appendix D)

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.

**Forms and Genres**

Students will be able to

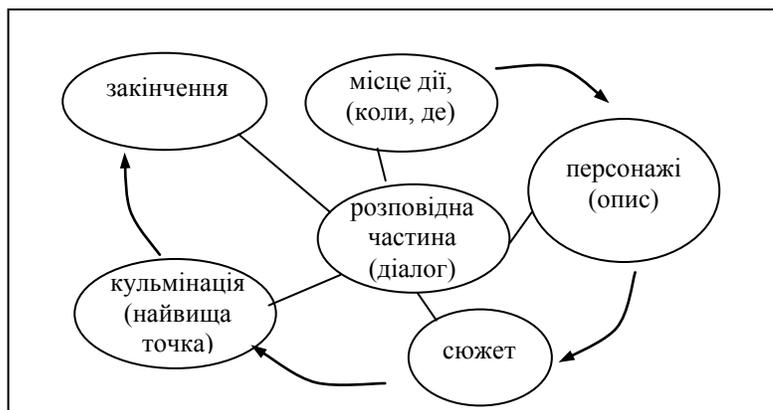
**2.3.1** recognize and apply key characteristics of various oral, literary, and media genres

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Similarities and Differences**

Students compare books or stories they have read with movie, television, audio recording or CD-ROM versions of the same story. They discuss the similarities and differences and tell which they like better (e.g., Рукавичка book, CD-ROM version).

**Story Web**

After reading a chapter from *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*, students create a story web that distinguishes the parts of a narrative. For example,

**Story Retelling**

Students retell a story, myth, or legend, using a different genre (e.g., cartoon, play, poem, pictographs, or puppets).

**Таблиця жанрів та форм**

Таблиця жанрів та форм		
<b>Жанр</b>	<b>Майстерність</b>	<b>Форми творчості</b>
<ul style="list-style-type: none"> <li>• романи</li> <li>• біографії</li> <li>• автобіографії</li> <li>• міфи</li> <li>• поезія</li> <li>• фільми</li> <li>• телебачення</li> </ul>	<ul style="list-style-type: none"> <li>• каламбур/гра слів</li> <li>• поезія</li> <li>• гумор</li> <li>• порівняння</li> <li>• метафора</li> </ul>	<ul style="list-style-type: none"> <li>• листи</li> <li>• розповіді</li> <li>• трансляція радіо і телебачення</li> <li>• п'єси</li> <li>• вірші</li> <li>• відео-презентації</li> <li>• реферати</li> </ul>

**Forms and Genres***Students will be able to:*

- 2.3.1** recognize and apply key characteristics of various oral, literary and media genres. *(continued)*

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

Does the student

- recognize and apply key characteristics of various oral, literary, and media genres?

 **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 and apply key characteristics of various oral, literary, and media genres (see sample blackline master in Appendix E: Observation Checklist).

 **Quizzes**

Provide students with examples of a variety of forms and genres. Students sort them into form or genre categories.

 **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**

- *Лікар Айболить*. Чуковський К. Львів: Аврес, 2000.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.

*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.*

**Techniques and Elements**

*Students will be able to*

**2.3.2** identify key elements and techniques in oral, print, visual, and multimedia texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Character/Plot T-Charts**

Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot. For example,

Дії/вчинки персонажу	Вплив на сюжет

**Audio Stories**

Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text.

**Internet Advertisement Analysis**

Using the Internet, students study advertisements in Ukrainian magazines and newspapers to identify ways that companies try to convince people to buy their products. Students make a chart of the advertisers' choice of words.

**Non-Fiction Texts**

Students compare information gathered from a Ukrainian encyclopedia or children's magazine. They discuss the ways in which pictures, fonts, colours, and graphics make the text information more interesting.

**Key Elements Mini-Lesson**

While reading a story, provide explicit instruction on key elements in the text in the form of mini-lessons.

**Using Story Maps**

Students read a story from the reader *Ходить зі мною*. Using a story map provided to them by the teacher, students record key elements from the story.

**Techniques and Elements***Students will be able to*

- 2.3.2** identify key elements and techniques in oral, print, visual, and multimedia texts  
(continued)

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

Does the student

- identify key elements and techniques 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 key elements and techniques in oral, print, visual, and multimedia 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 identify key elements and techniques in oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 **Portfolios**

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

**SAMPLE RESOURCES**

- A collection of Ukrainian fairy tales or short stories
- Ukrainian newspapers and magazines
- Ukrainian radio broadcasts (e.g., 101.7 WORLD FM or CJSR FM88 in Alberta or CKJS 810 AM in Manitoba)
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainiam Folk Tales Teacher's Guide*. Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Досить*. Форчук Скрипук М. Едмонтон: Методичний кабінет української мови, 2000.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ходіть зі мною! Книжка для вправ*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби Книжка для вправ*. Турко К. С., та інші. Едмонтон: Міністерство освіти Альберти, 1982.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

*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.*

**Vocabulary**

*Students will be able to*

**2.3.3** identify and group words according to commonalities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Prefixes**

In small groups, students make a chart to show words that start with identical prefixes (e.g., Прочитати).

**Thematic Vocabulary**

Students, with the teacher, create a list of words from any text that deals with certain themes or topics. For example,

коляди	кістка
гаївки	крашанки
літак	звізда
автобус	колач
паска	велосипед
дельфін	кіт
вертеп	

Students write these words on yellow sticky notes and sort them on chart paper under appropriate headings (e.g., Різдво, Великдень, транспорт, морські тварини).

**Extension:** Upon completion of a thematic study (e.g., sea animals), students make games (e.g., word searches, crossword puzzles).

**Cooperative Graffiti**

Students participate, in groups, in an activity called cooperative graffiti. Decide on vocabulary the class needs to develop (e.g., analogies, slang, similes, words starting with a particular letter, rhyming words). Write the headings on large sheets of paper and give each group of students a sheet with a different heading. Each person in the group uses a different colour felt pen or pencil to write as many words or phrases as possible that fit the heading in a specified time. The group then passes its sheet to another group so that they may add their contributions. Sheets rotate around the room.

**Vocabulary***Students will be able to:***2.3.3** identify and group words according to commonalities. *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- identify and group words according to commonalities?

 **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 group words according to commonalities (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 and group words according to commonalities (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

## SAMPLE RESOURCES

- *Крокодил у краватці їсть кавун у коробці. Хрестиківки для дітей та молоді.* Баєр Фаркавець І. Торонто: Колосок, 2001.
- *Мовна діяльність. Вптави для серії читанок Тут і т ам. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

*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.*

**Experiment with Language**

*Students will be able to*

**2.3.4** alter words, forms and sentence patterns to create new versions of texts for a variety of purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Alliteration Headlines**

Students find, if possible, examples of alliteration from newspaper headlines or story titles. Using a dictionary, they create their own headlines or story titles with alliteration.

**Adding Descriptive Language**

A student looks at the sentence “Вітер зимний/холодний” and experiments with descriptive words to enhance the effect of the statement (e.g., “Сильний вітер віє,” “Сильний північний вітер віє.”).

**Poetry**

Students create original poems modelled on poetry found in *Nova 6* components on a theme previously studied.

**Extension:** Students rewrite a short, informational text into a cinquain poem.

**Echo-acting**

Students write and illustrate an echo-acting activity, using a model or creating one of their own choice (e.g., *Nova 6* echo-acting routine *На пляжі*).

- Сьогодні \_\_\_\_\_, \_\_\_\_\_ день.
- Я їду до/на \_\_\_\_\_ з \_\_\_\_\_.
- Я беру \_\_\_\_\_, \_\_\_\_\_ і \_\_\_\_\_.
- Мені також потрібно \_\_\_\_\_.

**Experiment with Language***Students will be able to:*

- 2.3.4** alter words, forms and sentence patterns to create new versions of texts for a variety of purposes. *(continued)*

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

Does the student

- alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes?

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to alter words, forms and sentence patterns to create new versions of texts for a variety of purposes (see sample blackline master in Appendix E: Rubric or Rubric and 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 alter words, forms and sentence patterns to create new versions of texts for a variety of purposes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**SAMPLE RESOURCES**

- Ukrainian-language newspapers
- *Нова 6: Повтор-імітація*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Повто-імітація 1: На пляжі».

*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.*

**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**

**Picture Books**

After reading a Ukrainian story or book, students create a picture book with minimal text for a younger audience. They identify ways to make their picture book interesting and appealing (e.g., large print, simple vocabulary, short sentences, colourful illustrations).

**Greeting Cards**

Students write a variety of greeting cards (e.g., birthday cards, Christmas cards, Easter cards, thank-you cards, or sympathy cards) to parents, grandparents, teachers, or other Ukrainian bilingual students.

**Extension:** Students create an invitation for parents to a school concert or year-end celebration.

**Letters**

Students practise writing friendly letters and business letters to a pen pal in another Ukrainian bilingual school.

**Poetry**

Students create original poems modelled on patterns found in poetry they have studied in class.

**Extension:** Students create and perform a rap song based on a Ukrainian folk tale (e.g., *Дідова пінка*).

**Story Responses**

Students read a selection of Ukrainian children's stories and then each select one of the following projects:

- create a pattern book for young children
- role-play the story
- record a story on audiotape
- illustrate a story to clarify the meaning

**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.

**SAMPLE RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 6: Повтор-імітація*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Вправи до навчальних розділів 1–10*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2003, «Навчальний розділ 10: Вправа 8»
- Samples of Ukrainian greeting cards and invitations for different occasions
- Ukrainian children’s magazines (e.g., *Готуйсь, Барвінок, Малятко, Крилаті*)
- A collection of Ukrainian folk tales, short stories or storybooks

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

**Personal Knowledge and Experience**

Students will be able to

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Mind Map**

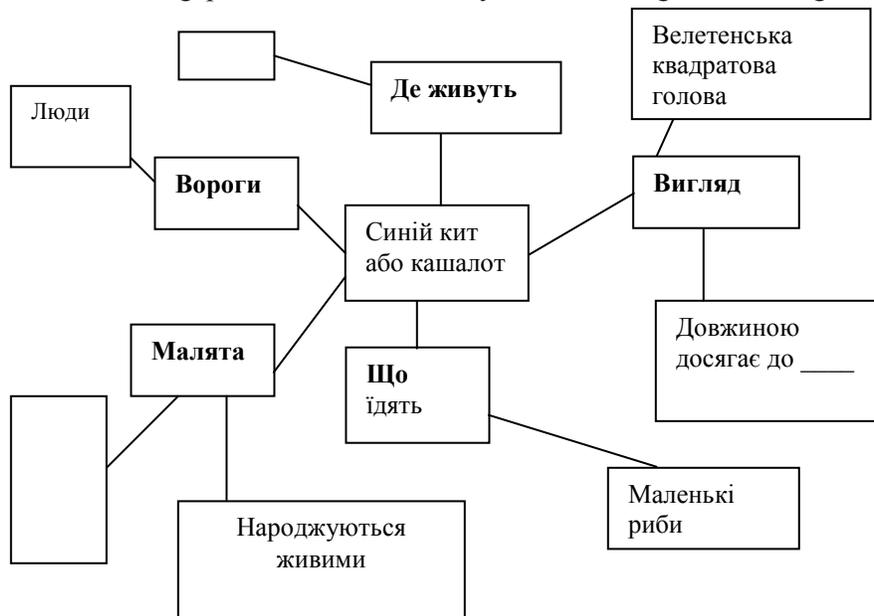
After reading an article on a topic of interest, students prepare a mind map to summarize knowledge about the topic. They determine the areas in which they require further research.

**Group Brainstorming**

Students work in small groups to list personal ideas and information on a topic of interest. Each idea is written on a separate sticky note. Students cluster or group similar or related ideas to create categories. They review their ideas and categories and ask questions to identify information gaps.

**Webs**

Students complete a web. Working individually or in pairs, students review the information in the web and fill in the gaps with information they learned through researching the topic.



**Personal Knowledge and Experience***Students will be able to*

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

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

Does the student

- summarize and focus 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 and focus 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 the student 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 and focus personal knowledge and experience of a topic to determine information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *УСЕ. Універсальний словник-енциклопедія*. Київ: Всеувиго, 2003.
- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон—Україна, 2001.
- *Велика ілюстрована енциклопедія школяра*. Київ: Махаон—Україна, 2000.
- *Незвичайна енциклопедія тварин*. Київ: Махаон—Україна, 2002.
- Ukrainian-language search engines (e.g., <[www.google.com.ua](http://www.google.com.ua)>)
- Graphic organizers (see sample blackline masters in Appendix D)

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

**Ask Questions**

*Students will be able to*

**3.1.2** formulate relevant questions to focus information needs.

**SAMPLE TEACHING AND LEARNING ACTIVITIES****KWL Chart**

Students work individually or in small groups to list relevant questions that they would like to have answered on a particular topic in the W column on a KWL chart.

**5 Ws and 1H**

After being assigned a topic to research, students use the 5 Ws and 1 H questions in Ukrainian to guide their research (e.g., *Хто? Що? Де? Коли? Чому? Як?*).

**Interview Questions**

After participating in a school celebration or field trip, students prepare questions for an interview related to the event.

**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).

**Role-Plays**

Working in small groups, students dramatize situations where there is a need to ask questions (e.g., meeting an acquaintance, being lost, visiting a city in Ukraine, ordering food in a restaurant, shopping, visiting a medical office).

**Ask Questions***Students will be able to***3.1.2** formulate relevant questions to focus information needs (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- formulate relevant questions to focus information needs?

 **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 formulate relevant questions to focus information needs (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Learning Logs**

The 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.

 **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 relevant questions to focus information needs (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1996, “Strategies That Make a Difference,” p. 35.
- KWL chart (see sample blackline master in Appendix D)

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

**Participate in Group Inquiry**

*Students will be able to*

**3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Group Mini-debate**

After reviewing the necessary vocabulary for participating in a debate and the debate procedure, students organize a mini-debate on a topic of interest, using the following steps:

1. Identify expressions needed for debate. For example,
  - Я погоджуюся. (I agree.)
  - Я не погоджуюся. (I disagree.)
  - На мою думку,... (In my opinion...)
2. Discuss both sides of the issue.
3. Prepare by writing out supporting details, facts and information for the stance (pro or con) of the topic (issue) of debate. Sentence starters may include:
  - Моя думка така, що...
  - Мені здається,...
  - На мою думку,...
4. Actively participate in the debate.

**Inside-Outside Circle**

Students engage in discussion about a particular inquiry topic, using an inside-outside circle. They sit in two circles facing each other. Pose questions for students to discuss with their facing partners. The circle then rotates so that new partners are found. Pose another question for each new set of partners.

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

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research (*continued*)

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

Does the student

- contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research (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 contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

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

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

**Create and Follow a Plan**

*Students will be able to*

**3.1.4** create and follow a plan to collect and record information

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Book Review**

When preparing for a book review, students create and refer to a set of class-developed criteria to assist with selecting information to support their recommendations. For example,

- readability
- interest
- connections to real life
- likeable characters
- type of story (genre)

**Group Presentation Project Planning**

In small groups, students research and construct a plan for a presentation on a topic and revise it as necessary as the project proceeds. For example,

	Date
	Completed
1. Choose author	_____
Get books by author	_____
2. Read _____ (1 <sup>st</sup> title)	_____
Read _____ (2 <sup>nd</sup> title)	_____
3. Summarize books	_____
4. Critique books	_____
5. Prepare for presentation	_____
6. Give presentation	_____

**Research Project Planning**

Students develop a personal research plan for a topic. The plan includes:

- the topic
- a list of key words that begin a focus for research
- a list of possible resources for finding information
- time lines indicating target dates for completing steps in the research
- the project due date

**Create and Follow a Plan***Students will be able to***3.1.4** create and follow a plan to collect and record information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- create and follow a plan to collect and record 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 create and follow a plan to collect and record information (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 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 and follow a plan to collect and record information (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- Graphic organizers (e.g., webs and mind maps [see sample blackline masters in Appendix D])
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:  
–Читання учням уголос.

General Outcome

3

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

3.2 Select and Process

GRADE

6

Specific Outcome

**Identify Personal and Peer Knowledge**

*Students will be able to*

**3.2.1** record personal knowledge of a topic, and collaborate to generate information for inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**5 Ws and 1 H**

Students create announcements, using the 5 Ws and 1 H as a guide in formulating questions for a topic to generate information on the topic (e.g., school dances, class party).

**Extension:** Students transfer information from an informational text into another form (e.g., a diagram, table, chart, graph, or map).

**Fact or Opinion**

Students distinguish between a fact and an opinion when presented with three or more sentences on a topic being studied. They work in groups to determine which of the statements are facts, then they share.

**Knowledge Sharing**

Individually, students create a web based on their personal knowledge of a topic. Individuals come together in small groups to share their knowledge and develop a collective web on chart paper.

**Identify Personal and Peer Knowledge***Students will be able to*

- 3.2.1** record personal knowledge of a topic, and collaborate to generate information for inquiry or research (*continued*)

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

Does the student

- record personal knowledge of a topic, and collaborate to generate information for 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 personal knowledge of a topic, and collaborate to generate information for inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Confer with students about works in progress to determine how students select, record and share personal information.

 **Portfolios**

Use work samples to determine whether there is progress in students' ability to identify and share personal knowledge on a topic.

**SAMPLE RESOURCES**

- *Нова 6: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: –Читання учням уголос.
- Graphic organizers (see sample blackline masters in Appendix D).
- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *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 manage ideas and information.*

**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****Interviews**

In pairs, students interview groups of seniors to gather information for a class report on Ukrainian pioneer Christmas traditions. The seniors interviewed should be encouraged to share personal stories, photographs, songs and blessings. For the interviews to be rich, authentic language experiences, it is important that students prepare questions and practise them prior to the actual interviews.

**Observation Checklists**

Students participate in a field trip to the Ukrainian Cultural Heritage Village. Prior to the field trip, students, together with the teacher, develop a checklist to focus observations.

**Extension:** Students assist the teacher in developing an observation checklist prior to attending a performance of a Ukrainian dance troupe.

**Collecting Information Sources**

Invite students to help collect/prepare and later use a variety of information sources to record information and ideas related to a research topic. Information sources may include the following:

- artifact boxes (collections of topic-related objects)
- guest speakers
- field trips
- music and lyrics
- Internet sites (including news from Ukraine).

**Bulletin Board Display**

During a study of life in contemporary Ukraine, students work together to create a classroom bulletin board display. Items for the display may include photographs, maps, definitions, interesting facts, and information sources including websites.

**Identify Sources***Students will be able to*

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

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

Does the student

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

 **Observation Checklist**

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

 **Conferences**

Discuss with students their plans for research as well as the information sources they have chosen to answer their inquiry questions. Review students' interview questions.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify a variety of information sources to answer inquiry or research questions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Learning Logs**

Ask students to reflect in their Learning Logs on the information sources they have identified to answer research or inquiry questions.

**SAMPLE RESOURCES**

- Lists of Ukrainian organizations and resource people
- Field trip planning guides and informational packages from Ukrainian museums and other attractions
- Ukrainian websites and search engines (e.g., <[www.brama.com](http://www.brama.com)>, <[www.infoukes.com](http://www.infoukes.com)>, <[www.google.com.ua](http://www.google.com.ua)>)
- *Нова б: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Наші скарби Книжка для вправ*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.

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

**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****Assessing Information**

After gathering information on a topic of their choice, students decide if the information in their notes answers the questions set out to guide their research.

**Preparing Group Presentations**

When preparing a group presentation about life in Ukraine during the Cossack era, students decide which maps, illustrations, charts, and artifacts would best explain their written report and engage the interest of the audience. Presentation could be bilingual to accommodate all learners.

**Group Notes Analysis**

When conducting research, students record information on index cards or sticky notes. Working in pairs or small groups, they determine what information is relevant and what should be discarded.

**Resource Checklists**

Invite students to help develop checklists to evaluate the purpose and usefulness of resources. For example,

	Так	Ні
1. Я можу читати й розуміти текст.		
2. Інформація сучасна.		
3. Інформація й текст допомогли мені.		
4. Текст має ілюстрації.		

**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?

 **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 review information to determine its usefulness to inquiry or research needs, using pre-established criteria (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 review information to determine its usefulness to inquiry or research needs, using pre-established criteria. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Learning Logs**

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

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well 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: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходить зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Наші скарби Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

General Outcome

3

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

3.2 Select and Process

GRADE

6

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 and gather important information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Venn Diagram**

Students draw a Venn diagram to compare their personalities with that of a character from *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*.

**Oral Presentations**

Students prepare a short oral presentation in Ukrainian on their favourite sport. They consider the purpose of their speech (e.g., informative, persuasive). They consider their audience and the tone (e.g., serious, entertaining). They decide what to include in the introduction, the body (e.g., information or opinions) and the closing of the presentation.

**SQ3R Method**

Students read for information by using the SQ3R (Survey, Question, Read, Recite, Review) method, which assists them in learning how to identify important information by attending to visual clues.

**Library Tour Guides**

Students practise necessary vocabulary and concepts to become library tour guides, instructing younger students on where and how to locate information.

**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 and gather important information (*continued*)

**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 and gather 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 and gather 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 the following:

- 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?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:  
– Читання учням уголос.
- *Усе. Український словник-енциклопедія*. Київ: Всеувиго, 2003.
- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- Venn diagram (see sample blackline master in Appendix D)

General Outcome

3

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

3.2 Select and Process

GRADE

6

Specific Outcome

**Make Sense of Information**

*Students will be able to*

**3.2.5** use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view, and read closely to gather information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Skimming and Scanning**

Have students practise skimming and scanning for information in texts (e.g., by providing new texts and having students search for particular facts to answer a list of questions).

**Graphic Organizers**

Students read an informational text in Ukrainian and use a graphic organizer (e.g., a Venn diagram, flow chart, or graph), to show the relationship between ideas.

**Prediction**

Students view the illustrations from a chapter of *Нова 6: Пригоди принцеси Любослави та блязня Нуйвіра* to predict what the chapter will be about.

**Visual Texts**

Working in small groups, students analyze a visual (e.g., a cartoon, map, newspaper picture, photograph, or diagram) for information. They discuss what the main idea is and what is happening in the visual and record their findings on a chart that they later share with the class.

**Scanning for Resources**

Students gather books and magazines from the library to begin research on an assigned topic. They scan the tables of contents, indices, titles, subtitles, pictures, graphs, and charts to choose specific books for further investigation.

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

- 3.2.5** use organizational patterns of oral, visual, and print text to construct meaning; and skim, scan, listen, view, and read closely to gather information (*continued*)

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

Does the student

- use organizational patterns of oral, visual, and print text to construct meaning; and skim, scan, listen, view, and read closely to gather 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 organizational patterns of oral, visual, and print text to construct meaning; and skim, scan, listen, view, and read closely to gather information (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 use organizational patterns of oral, visual, and print text to construct meaning; and skim, scan, listen, view, and read closely to gather information (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:  
–Читання учням уголос.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003 (ілюстрації).
- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Copies of Ukrainian newspapers (e.g., *Українські вісті* and *Гомін України*)
- Copies of Ukrainian children’s magazines (e.g., *Веселка*, *Готуйсь*, *Крилаті*)
- Selected readings from Ukrainian children’s encyclopedias
- Collection of Ukrainian folk tales
- Graphic organizers (e.g., Venn diagrams, story webs, flow charts [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

GRADE

6

Specific  
Outcome

**Organize Information**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Graphic Organizer**

When starting a group research project on Ukrainian folk instruments, students brainstorm ideas for investigation and then group ideas in a graphic organizer (e.g., a web, outline, or 5 Ws and 1 H chart).

**Timelines**

Students scan the Internet for biographical or autobiographical information about a Ukrainian Olympic athlete. They make a timeline of the events in his or her life, using Ukrainian labels provided by the teacher.

**Venn Diagrams**

Students complete a Venn diagram comparing the main characters Любослава and Нийвір from *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Students should be encouraged to find evidence from the story to back up their choices.

**Organize Information***Students will be able to*

- 3.3.1** organize information and ideas, using a variety of strategies and techniques  
(continued)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- organize information and ideas, using a variety of strategies and techniques?

**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, using a variety of strategies and techniques (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, using a variety of strategies and techniques (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**Portfolios**

Have students select work samples for their portfolios that demonstrate their skills in selecting and using a variety of strategies for organizing information.

## SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Словник синонімів української мови*. Бурячок А.А. та інші. Київ: Наукова думка, 2001.
- Copies of Ukrainian newspapers (e.g., *Українські вісті* and *Гомін України*)
- Copies of Ukrainian children's magazines (e.g., *Готуйсь*, *Барвінок*, *Крилаті*)
- Graphic organizers (see sample blackline masters in Appendix D)

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

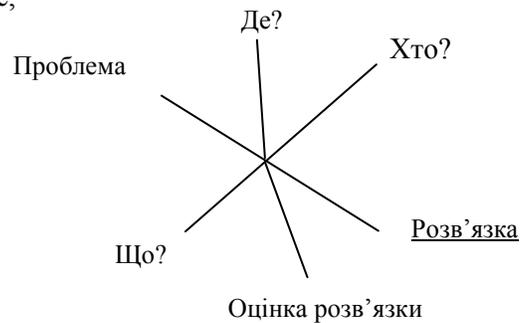
**Record Information**

*Students will be able to*

**3.3.2** record information in own words, cite authors and titles appropriately, and provide publication dates of sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Webs**

In analyzing a story, students use a web to jot down story elements and the relationships among them. For example,

**Information Strips**

When conducting research, students use long, narrow strips of paper to record their information. They write the category or heading at the top of each strip and record information in point form as single words or phrases.

**Bibliographies**

Students complete a bibliography to accompany a resource project or inquiry. They cite sources used in a project or report, using a format such as the following:

Заголовок: \_\_\_\_\_

\_\_\_\_\_

Автор: \_\_\_\_\_

Дата видання: \_\_\_\_\_

\_\_\_\_\_

**Record Information***Students will be able to*

- 3.3.2** record information in own words, cite authors and titles appropriately, and provide publication dates of sources (*continued*)

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

Does the student

- record information in own words, cite authors and titles appropriately, and provide publication dates of sources?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to record information in own words, cite authors and titles appropriately, and provide publication dates of sources (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Self-Assessment Checklist**

Have students use a checklist to assess their planning and retrieving steps in the inquiry process. For example,

Self-Assessment Checklist		
Name: _____	Date: _____	
Topic: _____		
	Yes	No
I found appropriate resources to answer my research questions.		
I made notes to help me remember the information.		
I used a system to organize my notes.		
My bibliography followed the bibliography format provided.		
My bibliography is in alphabetical order based on the authors' last names.		

**SAMPLE RESOURCES**

- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: —Читання учням уголос.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Наші скарби. Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Усе. Український словник-енциклопедія.* Київ: Всеуито, 2003.
- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон—Україна, 2001.
- *Велика ілюстрована енциклопедія школяра.* Київ: Махаон—Україна, 2000.

General Outcome

3

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

**3.3** Organize,  
Record, and  
Assess

GRADE

**6**

Specific  
Outcome

**Evaluate Information**

*Students will be able to*

**3.3.3** recognize gaps in the information gathered; and locate additional information needed for a particular form, audience, and purpose

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**KWL Plus Chart**

As part of a novel study on the *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*, students, along with the teacher, complete a KWL plus chart prior to beginning research on a sea animal. They then examine their chart to identify areas of the topic that need more information.

**Feedback**

Students who would like feedback regarding their choice of information place their names in a list on the board. The class gathers together and the student seeking feedback shares his or her work. Students giving feedback have a checklist that they go through to locate additional information needed for a particular form, audience or purpose, or to fill gaps in the information gathered.

**Reading Buddy**

A student goes to the library and chooses a picture book on sharks to share with a Grade 1 reading buddy. The student says, “I chose this book because there are lots of colourful pictures showing the different kinds of sharks, and it will be easy for my Grade 1 buddy to read it with me.”

**List of Questions**

Students use a class list of questions for providing feedback during peer writing conferences.

**Evaluate Information***Students will be able to*

- 3.3.3** recognize gaps in the information gathered; and locate additional information needed for a particular form, audience, and purpose (*continued*)

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

Does the student

- recognize gaps in the information gathered; and locate additional information needed for a particular form, audience, and purpose?

**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 for a particular form, audience, and purpose (see sample blackline master in Appendix E: Observation Checklist).

**Checklists**

Develop checklists that provide items for students to focus on in making decisions regarding gaps in information and relationships among content, purpose, form, and audience. For example,

Research in Review Checklist	
Name: _____	Date: _____
Topic: _____	
Have I:	
<input type="checkbox"/>	reviewed the information I gathered?
<input type="checkbox"/>	achieved my purpose for research?
<input type="checkbox"/>	used the right form for my audience and purpose?
<input type="checkbox"/>	gathered up-to-date information?
<input type="checkbox"/>	collected important information in my topic?
<input type="checkbox"/>	identified any gaps?
<input type="checkbox"/>	looked for more information when necessary?
<input type="checkbox"/>	formed conclusions based on the information?
<input type="checkbox"/>	developed new questions for further research?
New questions that I would like to research are: _____	
_____	

**SAMPLE RESOURCES**

- A variety of Ukrainian books from the school library
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: –Читання учням уголос (selected readings about sea animals).
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

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

**3.3** Organize,  
Record, and  
Assess

**Develop New Understanding**

*Students will be able to*

**3.3.4** assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Reflection Questions**

After completing a short reading, assignment or activity, students reflect on questions. For example,

- What did you like about the reading/assignment/activity?
- What other information do you need/want to know?
- What did you do well?

**KWL Chart**

Students focus on the L section (Що я навчився/навчилася) of their KWL charts to reflect on their new learnings and to compare previously known information with expanded knowledge.

**Knowledge, Conclusions, and Questions**

Have students fill out an organizer to examine the knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research. For example,

<b>Знання</b> Я вивчив/вивчила такі речі:	
<b>Запитання</b> Нові запитання про цю тему	

**Develop New Understanding***Students will be able to***3.3.4** assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further 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 assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

 **Portfolios**

Students share their completed projects along with self-assessment guides. They reflect on the inquiry process and make suggestions for future work. Their reflections should include answers to the following questions:

- The best part of my project was \_\_\_\_\_.
- It is my best part because \_\_\_\_\_.
- I need to work on \_\_\_\_\_.
- A new question I have is \_\_\_\_\_.

 **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 assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- Create questions for further inquiry or research (e.g., Хто?, Що?, Коли?, Де?, Чому?, Як?)
- *Self-Assessment and Goal-Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.
- KWL charts (see sample blackline master in Appendix D)

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

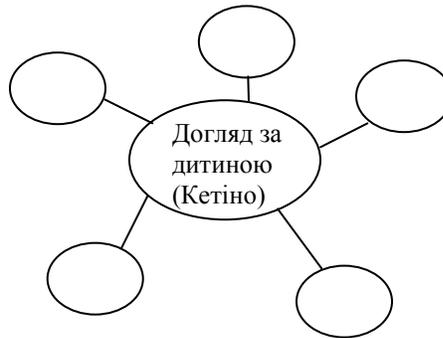
**Generate Ideas**

*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****Webs**

After reading the poem “Кетіно,” students create a web dealing with babysitting do’s and don’ts. For example,

**Circle Map**

Students use a circle map as a planning strategy when asked to write a personal biography. The circle map could respond to the questions:

- Що тобі подобається?
- Хто/що впливає на тебе?

**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?

**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 focus a topic for oral, print, and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**Conferences**

Confer with students to discuss how they focus a topic for oral, print, and visual texts by using a variety of strategies.

**SAMPLE RESOURCES**

- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999 (templates).
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: —Читання учням уголос.
- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

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

GRADE

6

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**

**Newspaper Articles**

Using words and phrases from a dialogue, students summarize the events of Розділ 1 у *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра* in the form of a newspaper article.

**Riddles and Jokes**

Students write a riddle or joke that they share with a partner.

**Dramatic News Stories**

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. Write out the information students guess on the board. Students record the information in their *новини* notebooks in the form of a news summary.

**Murals**

Students work in groups to 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.

**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?

 **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 text forms for particular audiences and purposes (see sample blackline master in Appendix E: Observation Checklist).

 **Portfolios**

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Encourage them 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).

 **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 text forms for particular audiences and purposes (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- Copies of Ukrainian language newspapers (e.g., *Український голос*, *Українські вісті* or *Гомін України*)
- Online Ukrainian newspapers (e.g., *Дзеркало тижня* at <[www.zn.kiev.ua](http://www.zn.kiev.ua)>)
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Розділ 1. Чарівне князівство».
- *Нова 6: На допомогу вчителю—матеріяли для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
  - Читання учням вголос
  - Щоденні мовні вправи—загадки.

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

**Organize Ideas**

*Students will be able to*

**4.1.3** use listening, reading and viewing experiences as models for organizing ideas in own oral, print, and visual texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Echo-acting Dialogue**

Students write an echo-acting dialogue modelled on one they have learned in class. For example, from *Nova Dialogue 1*:

Сьогодні гарний, літній день. Я їду на пляж з Наталкою.

Sample: Сьогодні хмарний, холодний зимовий день

Я їду на лижах з Марком Я беру...

**Poetry Frame**

Students use a poetry frame (e.g., a cinquain or haiku) to create an original poem. For example,

кит  
величезний, синій  
плаває, дихає, підскакує з води  
Важливий член морського царства  
друг

**Basic Persuasive Paragraph**

Students write a persuasive paragraph in Ukrainian with the assistance of a sample paragraph and persuasive paragraph checklist.

**Basic Dialogue Summaries based on Хто? Де? Що? Коли?**

Students complete a cloze activity that summarizes the main idea and events at the completion of each *Nova* dialogue. They go on to write their own dialogue summaries.

**Writing Instructions**

Using a *Nova* echo-acting activity as a model, students write a sequence of instructions describing the procedure of a simple task (e.g., packing for a trip). As a group, follow a set of student-written instructions to complete the task described. Together, students discuss the usefulness of using specific language and explaining why each step is important. Students use authentic situations (e.g., borrowing a book from the library or saving a computer document on a CD-ROM or memory stick) as guided practise.

**Organize Ideas***Students will be able to*

- 4.1.3** use listening, reading and viewing experiences as models for organizing ideas in own oral, print, and visual texts (*continued*)

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

Does the student

- use listening, reading and viewing experiences as models for organizing ideas in own oral, print, and visual 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 listening, reading and viewing experiences as models for organizing ideas in own oral, print, and visual 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 use listening, reading and viewing experiences as models for organizing ideas in own oral, print, and visual texts (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 use listening, reading and viewing experiences as models for organizing ideas in own oral, print, and visual texts (see sample blackline master in Appendix E: Self-Assessment Checklist).

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use listening, reading and viewing experiences as models for organizing ideas in own oral, print, and visual texts. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Нова 6: 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.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:  
–Читання учням вголос (selected readings about sea animals)  
–Вірші.

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

**Appraise Own and Others' Work**

*Students will be able to*

- 4.2.1** share with peers 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 Feedback on Dramatic Presentations**

After viewing a student dramatization of a *Nova* dialogue, students provide feedback and support, using a format such as two “I like” statements and one “I wonder” statement. For example,

- I like how you used a clear voice.
- I like how you made eye contact with the audience.
- I wonder if you could speak with more expression.

**Picture Book Partnership**

With a partner, students develop the first draft of a picture book, with written text and quick sketches. They work together to revise their first draft. For example,

Student 1: When I read this out loud, I notice most of our sentences start the same way.

Student 2: Let’s try to find more interesting sentence beginnings and make our illustrations more colourful.

**Conferencing Questions**

While working with a peer-editing partner, a student jots down some questions to ask during an editing conference about his or her work (e.g., “Does my story make sense?” “Are my verb conjugations correct?”). After the conference, the student decides to rearrange the sequence of events, improve the introduction or write a better conclusion.

**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 потрібно допомоги з...
- Що тобі найбільше подобається з мого виступу/моєї презентації...
- Які маєш поради...

Для слухачів/глядачів

- 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 with peers 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 with peers own stories and creations in various ways; and give support and offer feedback to peers, 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 share with peers 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: 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 share with peers 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).

**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 share with peers 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: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

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

**Revise Content**

*Students will be able to*

**4.2.2** revise for content, organization, and clarity

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Revision Questions**

After students complete a first draft piece of writing, they revise their work by answering questions. For example,

- Do I have enough information?
- What parts need to be taken out?
- Are any parts of my writing confusing?
- Is everything in the proper order?

**Organizing into Paragraphs**

Students use organizers (e.g., headings) in their notes to assist in writing their ideas into paragraphs that have a clear focus and supporting details. Invite students to read a story displayed on overhead transparencies and discuss how it could be divided into paragraphs to assist reader comprehension.

**Revision Strategies**

Encourage students to experiment with a variety of revision strategies. For example,

- use arrows, sticky notes and coloured highlighter pens to make revision easier
- make revisions to inputted text by using word-processing software to insert, cut and paste text within and between documents
- double-space their handwritten work, then use scissors and tape to cut and paste text when revising their work

**Modelling the Revision Process**

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

**Revise Content***Students will be able to***4.2.2** revise for content, organization, and clarity (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- revise for content, organization, and clarity?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to revise for content, organization, and clarity (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 revise for content, organization, and clarity (see sample blackline master in Appendix E: Self-Assessment 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 revise for content, organization, and clarity (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

 **Conferences**

Discuss with students aspects of revision. For example,

- areas that presented a problem
- an action plan to implement revisions

SAMPLE **RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999, pp.16–20.
- Computer software programs with Cyrillic fonts

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

6

Specific Outcome

**Enhance Legibility**

*Students will be able to*

**4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Cursive Letters**

In pairs, students review Ukrainian cursive letter formations and connections through studying examples and models of appropriate format, spacing, alignment, and slant.

**Extension:** Students participate in timed writing practice drills to help increase their pace while maintaining legibility.

**Brochures**

Working in groups, students create brochures that represent their school, in Ukrainian, to new students. They use colour, line, shape, font styles, and appropriate space to develop a layout that effectively presents their message.

**Extension:** Students create posters to announce school events (e.g., Christmas concerts, Ukrainian cultural events), using their best handwriting and calligraphy or the technology available to format attractive posters.

**Handwriting Letters**

With teacher assistance, students examine and compare handwritten letters from Ukraine and Canada, noting similarities and differences. Students then write thank-you letters to a guest speaker, using their best handwriting, templates, stencils, or the technology available.

**Greeting Cards**

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

**Enhance Legibility***Students will be able to*

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate (*continued*)

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

Does the student

- write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate?

**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 at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate (see sample blackline master in Appendix E: Observation Checklist).

**Self-Assessments**

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

Самоперевірка та покращення знань і навиків		
Ім'я: _____ Дата: _____		
	Yes	No
Мої літери чітко написані.	<input type="checkbox"/>	<input type="checkbox"/>
Проміжки між літерами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Проміжки між словами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Розмір моїх літер однаковий.	<input type="checkbox"/>	<input type="checkbox"/>
Слова та числа написані на лініях.	<input type="checkbox"/>	<input type="checkbox"/>
Я акуратно стираю або викреслюю помилки.	<input type="checkbox"/>	<input type="checkbox"/>
Мої навички укладання тексту на комп'ютері покращуються.	<input type="checkbox"/>	<input type="checkbox"/>
Мої навички друкування покращуються.	<input type="checkbox"/>	<input type="checkbox"/>

**SAMPLE RESOURCES**

- *Нова 6: Повтор-імітація*. Бомбак Л. та інші. Едмонтон: Міністерство освіти, 2003.
- Ukrainian fonts installed on computers in classroom and/or language labs
- *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.

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

**Enhance Artistry**

*Students will be able to*

**4.2.4** choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Creating Complex/Compound Sentences**

Students identify coordinate and subordinate conjunctions (e.g., “від коли,” “перед” and “але,”) in sentences shown on the overhead projector. For example,

- Before she could go visit her friends, she had to do her chores.
- My friend is a good figure skater who has been in lessons since she was three years old.

**Story Pyramids**

Working with a partner, students chose 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. \_\_\_\_\_

**Unique and Interesting Phrases**

Students collect unique Ukrainian phrases, vocabulary, or idiomatic expressions as they listen to, read, or view a variety of texts. They may create a picture dictionary or a graffiti wall of these unique and interesting phrases (e.g., “Най тебе качка копне” or “Не скажи гоп, поки не перескочеш.”).

**Descriptive Word Practice**

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

**Enhance Artistry***Students will be able to*

- 4.2.4** choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas (*continued*)

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

Does the student

- choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas. 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 choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas (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 choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003 (includes examples of Ukrainian idiomatic expressions and figures of speech).
- *Мовна діяльність. Вправи для серії читанок Тут і там*. Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.
- Ukrainian-English dictionaries

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

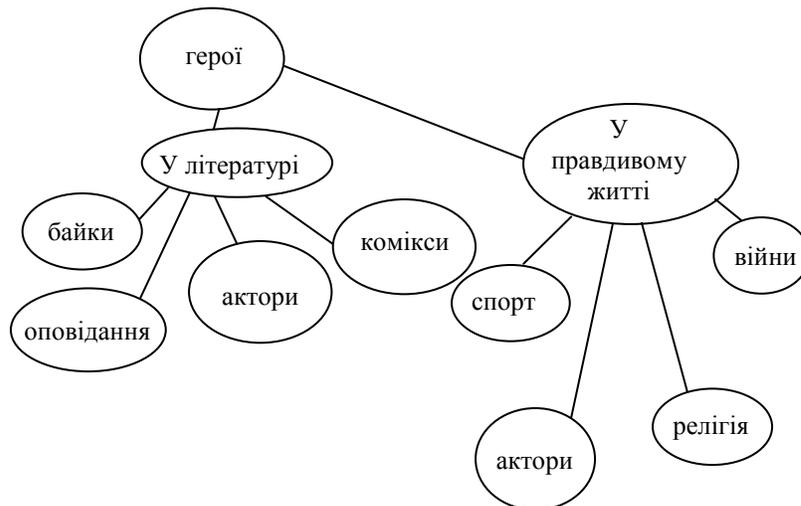
**Enhance Presentation**

*Students will be able to*

**4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Brainstorming Webs**

Review vocabulary and lead students to brainstorm a list of words relating to heroes. They arrange the words into categories to create webs. For example,

**Story Map**

Students prepare a simple, short story, using a story map template.

**Enhance Presentation***Students will be able to***4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers?

 **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 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (see sample blackline master in Appendix E: Observation Checklist).

 **Portfolios**

Students select samples of work that represent their use of pre-established organizers. Samples should reflect progress over time and all work should be dated.

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- Desktop publishing computer software
- *Словничок. Ukrainian Words to Enjoy Everyday Ukrainian Culture. Volume 1: Summer Activities.* Foty, G., Pohorecky, Z. Saskatoon, SK: Ukrainian Canadian Committee–Saskatchewan Provincial Council (UCC–SPC), 1980.

General Outcome

4

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

4.3 Attend to Conventions

GRADE

6

Specific Outcome

**Grammar and Usage**

*Students will be able to*

**4.3.1** identify and eliminate sentence fragments and run-on sentences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Daily Edit**

Students practise writing effective sentences by participating in a daily edit exercise. On the board or overhead, write an authentic message that requires editing for sentence fragments and run-on sentences. Students work either individually or in small groups to make the necessary changes. As students receive enough practice with this activity, they may assume the responsibility of writing the message for the daily class edit.

**Listening for Fragments**

Students listen to a variety of sentences read aloud and, with the use of a checklist, identify them as sentence fragments, run-on sentences or effective sentences.

**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.

**Extension:** Students work in pairs to edit one another's journal entries for sentence fragments and run-on sentences. Authors then make changes independently.

**Grammar and Usage***Students will be able to***4.3.1** identify and eliminate sentence fragments and run-on sentences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify and eliminate sentence fragments and run-on sentences?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

Use completed checklists and students' work samples to Confer with students about their progress in editing for complete sentences.

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and eliminate sentence fragments and run-on sentences. Offer feedback, encouragement, and praise as 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 identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Peer-Assessment 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 identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

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

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

**Spelling**

*Students will be able to*

- 4.3.2** apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Spelling Challenges

Invite students to brainstorm a list of spelling challenges or red alerts in Ukrainian. For example,

- use of м'який знак (ь) to soften certain consonants
- incorrect use of и and е
- mixing certain English and Ukrainian letters

The list can remain in the classroom for future reference.

### Pronunciation Strategies for 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 and оповідання) so that they can spell the words correctly.

### Partner Edit

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 from the end of the text to the beginning may help some students focus on the spelling.

### Class List

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).

### Metacognitive Spelling Strategies

Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting and circle words that need to be verified or corrected. They record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as the following:

- Цього тижня я навчився/навчилася... (This week I learned...)
- Я хочу навчитися... (I want to learn...)
- Я не певний/не певна... (I am not sure about...)

**Spelling***Students will be able to*

- 4.3.2** apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words (*continued*)

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

Does the student

- apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words (see sample blackline master in Appendix E: Observation Checklist).

 **Quizzes**

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

 **Portfolios**

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

 **Conferences**

Interview students, using their spelling log entries as a guide. Ask the following questions:

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

Use student responses to guide instruction.

**SAMPLE RESOURCES**

- *Мова і розмова* (student exercise book). Yurkiwska, S. Winnipeg, MB: Ukrainian Canadian Impress Headquarters (UCC-N), 1981–1988.
- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти алберти, 1991.
- Ukrainian dictionaries

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

**Capitalization and Punctuation**

*Students will be able to*

**4.3.3** apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Comparing Ukrainian and English**

Students compare the rules of capitalization and punctuation in Ukrainian and English, noting similarities and differences (e.g., months of the year and days of the week are not capitalized in Ukrainian but they are in English).

**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.

**Extension:** When writing a short story in Ukrainian, students refer to a novel or story they have read to find models for the correct use of quotation marks in dialogue.

**Writing Conventions**

The class and teacher create a list of writing conventions in Ukrainian (e.g., what does a good piece of writing include?). The list remains posted in the classroom for student 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).

**Capitalization and Punctuation***Students will be able to*

- 4.3.3** apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading (*continued*)

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

Does the student

- apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading?

 **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 apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **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 and then 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 apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading (see sample blackline master in Appendix E: Peer-Assessment Checklist).

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education: 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

GRADE

6

Specific Outcome

**Share Ideas and Information**

*Students will be able to*

**4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**School Newsletter**

As a class, students write an article in Ukrainian for the school newsletter about a recent field trip or special activity. They include photographs and drawings.

**Role-Play:** After reading a short story in Ukrainian, groups of students role-play their favourite scene for the class.

**Electronic Slideshow**

Working in pairs, students prepare a simple electronic slideshow presentation in Ukrainian on a researched topic. They locate and choose visuals from various websites to enhance the presentation.

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

- 4.4.1** prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience (*continued*)

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

Does the student

- prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience?

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 **Self-Assessment Checklist**

Student complete a self-assessment checklist after reflecting on their oral presentation in class. For example,

1. У мене був план, як робити презентацію.	Yes	No
2. Цей план був зроблений мною самостійно.	Yes	No
3. Хтось мені допоміг з цим планом.	Yes	No
4. Я тримав/тримала свою працю в одному місці.	Yes	No
5. Моя праця була добре організована.	Yes	No
6. У своєму виступі я сказав/казала все, що було заплановано.	Yes	No
7. Я вживав/вживала ілюстрації, графіки та речі, предмети матеріальної культури.	Yes	No
8. Під час виступу я вживав/ла звукові ефекти.	Yes	No
9. Мої слухачі були зацікавлені моєю презентацією..	Yes	No
10. Мої слухачі уважно слухали, що я казав/казала.	Yes	No
11. Я відповів/відповіла на запитання слухачів.	Yes	No
12. Найкраще, що було в моїй презентації, це _____		
13. Одне, що я зробив би/ла б краще наступного разу, це _____		
14. Одне, що я зроблю так само наступного разу, це _____		
15. Загалом, я оцінюю мою презентацію як _____.		

**SAMPLE RESOURCES**

- Ukrainian language newspapers (e.g., *Українські вісті, Голін України, Украянський голос*)
- Ukrainian children's magazines (e.g., *Готуйсь, Веселка, Барвінок, Крилаті*)
- Electronic presentation software
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

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

GRADE

6

Specific Outcome

### Effective Oral and Visual Communication

*Students will be able to*

4.4.2 use appropriate volume, phrasing, intonation, presentation space and non-verbal cues, such as body language and facial expressions, to enhance communication

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Telephone Role-Play

When role-playing a telephone interview in Ukrainian, students practise appropriate greetings and proper telephone etiquette. The student speaks clearly and politely, says “excuse me” when he or she is unable to hear what is said and carefully asks questions. At the end of it, the student thanks the person being interviewed.

### Video Recordings

Videotape student dramatizations of dialogues from *Нова 6: Пригоди принцеси Любослави та блязня Нуйвіра* or other rehearsed interaction dialogues. Study the dramatizations in class for examples of good intonation, pronunciation, expression, body language and facial expressions. Students brainstorm ways of making their presentations more effective.

### Oral Presentations

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

### Classroom Checklists

Prior to engaging students in an oral presentation, self-assessment, or peer assessment, discuss criteria, review necessary vocabulary, and make a list of vocabulary to support the activity. This list is posted in the classroom while students prepare, then assess, their own or their peers’ oral presentations.

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

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication.  
(continued)

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

Does the student

- use appropriate volume, phrasing, intonation, presentation space, and non-verbal cues, such as body language and facial expressions, to enhance communication?

 **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 appropriate volume, phrasing, intonation, presentation space, and non-verbal cues, such as body language and facial expressions, to enhance communication (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 use appropriate volume, phrasing, intonation, presentation space, and non-verbal cues, such as body language and facial expressions, to enhance communication (see sample blackline master in Appendix E: Self-Assessment 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 appropriate volume, phrasing, intonation, presentation space, and non-verbal cues, such as body language and facial expressions, to enhance communication (see sample blackline master in Appendix E: Peer-Assessment Checklist).

**SAMPLE RESOURCES**

- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide*. Blaziuk 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 (charts), 165, 167.
- *Classroom Assessment Materials Project (CAMP): Grade 4 English Language Arts*. Edmonton, AB: Alberta Education, 1997—Scoring Criteria for Oral Assessment.

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

GRADE

6

Specific Outcome

**Attentive Listening and Viewing**

*Students will be able to*

**4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Positive Feedback**

Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback (e.g., "Я любив п'есу, бо...").

**Electronic Slide Shows**

Students respond appropriately to a classmate's electronic slide show presentation by providing either oral or written feedback. Before expecting students to give feedback to their peers in Ukrainian, review or teach the necessary vocabulary.

**Written Feedback**

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

Peer Feedback Form	
Date:	_____
Presentation Title:	_____
Presenter:	_____
1.	The most interesting thing I learned was _____
2.	The best thing you did to keep my attention was _____
3.	One thing you could try is _____
Signature	_____

**Attentive Listening and Viewing***Students will be able to:*

- 4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter. *(continued)*

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

Does the student

- demonstrate critical listening and viewing behaviours, and show respect for the presenter?

**Anecdotal Notes**

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

**Conferences**

Confer with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations and encourage them to consider these suggestions when preparing for and presenting again.

**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,

	Yes	No
1. I was quiet while the speaker was talking.	<input type="checkbox"/>	<input type="checkbox"/>
2. My eyes were on the speaker.	<input type="checkbox"/>	<input type="checkbox"/>
3. I used my body language to show the speaker I was listening.	<input type="checkbox"/>	<input type="checkbox"/>
4. I asked the speaker a question about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
5. I paid attention when others asked the speaker questions.	<input type="checkbox"/>	<input type="checkbox"/>
6. I made a positive comment about the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoyed the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
8. I helped my classmates enjoy the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
9. The best example of good audience behaviour I showed was: _____		
10. One way I could improve my audience behaviour is: _____		

**SAMPLE RESOURCES**

- Posters and charts that illustrate and label human emotions and moods
- *The Languages 5 to 12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003.

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

**Share and Compare Responses**

*Students will be able to*

**5.1.1** compare own ways of responding and thinking with those of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Sharing Opinions**

Students share their opinions about a field trip to a museum or art exhibit, using predetermined criteria. For example,

- Мені найбільше подобалося \_\_\_\_\_ бо...
- Я не люблю, як...
- Мені більше подобалося б, якби...
- Мені було цікаво...

**Survey of Opinions**

Students conduct a survey of fellow classmates about their opinions, then create a graph or diagram to show the results.

**Extension:** When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.

**Dance Viewing and Response**

Students watch a current video of a dance group from Ukraine (e.g., ансамбль танцю імені Вірського, Хор імені Верьовки). During the video, students choose one dance and one song, and write three reasons on why the piece appeals to them. In pairs, students then share their responses.

**Extension:** Students attend a performance of a Ukrainian dance troupe (e.g., Shumka, Volya, Cheremosh), and draw a picture with a caption of their favourite part of the performance.

**Share and Compare Responses***Students will be able to***5.1.1** compare own ways of responding and thinking with those of others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- compare own ways of responding and thinking with those of 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 compare own ways of responding and thinking with those of others (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 compare own ways of responding and thinking with those of others (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 **Learning Logs**

Students reflect on the similarities and differences in ways of responding and thinking with classmates.

**SAMPLE RESOURCES**

- *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 celebrate and build community.*

**5.1** Develop and Celebrate Community

**Relate Texts to Culture**

*Students will be able to*

**5.1.2** explore cultural representations in oral, print, visual, and multimedia texts from various communities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Fairy Tale Comparison**

Using a graphic organizer such as comparison chart or Venn Diagram, students compare *Popeliushka* to versions of the same fairy tale from different cultures (e.g., *Cinderella*, *The Rough-Face Girl* [Aboriginal], *Yeh-Shen* [China]).

**Cossack Comparison**

Following a study of Ukrainian Cossacks, students view a film such as *Mulan*. They draw a picture of a Chinese warrior and a Ukrainian Cossack.

**Radio Comparison**

Students listen to a multiethnic radio station (e.g., 101.7 WORLD FM) and compare what type of reports both English and Ukrainian broadcasts have in common (e.g., weather).

**Christmas Comparison**

Students explore various websites (e.g., <[www.brama.com/art/Christmas/html](http://www.brama.com/art/Christmas/html)>) and compare Christmas traditions as written on the website with common local practices. Some elements to compare are St. Nicholas, carolling, Vertep.

**Easter Venn Diagram**

Students view videos of Easter traditions in Ukraine and complete a Venn diagram to compare these traditions with those practised in their own community.

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

- 5.1.2** explore cultural representations in oral, print, visual, and multimedia texts from various communities (*continued*)

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

Does the student

- explore cultural representations in 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 explore cultural representations in oral, print, visual, and multimedia texts from various communities (see sample blackline master in Appendix E: Observation Checklist).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore cultural representations in 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**

- *Попелюшка*. Київ: Гроно, 1997.
- *Попелюшка*. Вітер О. (ред.). Київ: Махаон
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- Audio recordings of Ukrainian radio programs (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba)
- Video tapes/documentaries about Ukrainian Easter and Christmas traditions.
- Ukrainian-language websites and search engines (e.g., <[www.brama.com](http://www.brama.com)>, <[www.infoukes.com](http://www.infoukes.com)>, <[www.google.com.ua](http://www.google.com.ua)>)
- Video recordings from Ukraine (e.g., game shows, news broadcasts, documentaries, children's programs)
- Venn diagram (see sample blackline master in Appendix D)

General Outcome

5

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

**5.1** Develop and Celebrate Community

GRADE

**6**

Specific Outcome

**Appreciate Diversity**

*Students will be able to*

**5.1.3** connect the thoughts, feelings and experiences of individuals in oral, print, visual, and multimedia texts to personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Character Connections**

Students read stories and identify the challenges faced by the main characters. They make comparisons with their own lives, using a T-chart or Venn diagram.

**Personal Experiences and Understanding**

Students discuss how personal experiences (e.g., playing sports, owning a pet, living in another province) contribute to understanding novels.

**Biography Connections**

Students research a hero or heroine and write a short biography including his or her contributions. Have students draw connections between their own lives and those of the heroes and heroines.

**Extension:** Using a Venn diagram or a comparison chart, students compare their lives with the life of a famous person.

**Folk Song Connections**

Students listen to recordings of Ukrainian folk songs (e.g., *По дорозі жук, жук* or *Ти ж мене підманула*). In small groups, they discuss the meanings of the songs, what the words mean to them and how the songs do or do not pertain to their lives.

**Appreciate Diversity***Students will be able to*

- 5.1.3** connect the thoughts, feelings, and 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 thoughts, feelings and experiences of individuals in oral, print, visual, and multimedia texts to personal experiences?

 **Self-Assessment Checklist**

Students may use the following questions to monitor their understanding of diversity, their personal participation, and their responsibilities in a variety of communities.

Self-Check Questions			
Name: _____		Date: _____	
Statement	Always	Sometimes	Never
<ul style="list-style-type: none"> <li>• I contribute ideas during class meetings.</li> <li>• I make connections between people and events in texts with people and events in real life.</li> <li>• I try to understand people who are different from me.</li> <li>• I accept responsibility in the classroom.</li> <li>• I participate in my school community.</li> <li>• I participate in events or organizations outside of school.</li> <li>• I enjoy learning about people from other places.</li> </ul>			

 **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 connect the thoughts, feelings, and experiences of individuals in oral, print, visual, and multimedia texts to personal experiences (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- Ukrainian-speaking guests from the Ukrainian community (e.g., cancer survivors, recent immigrants, war veterans)
- *Княжа доба*. Cherniak, N. New York, NY: Educational Council, UCCA, 1981.
- *Заспіваймо собі. Let's Sing Out in Ukrainian*. Foty, G., Chepyha, S. Saskatoon, SK: Canuck Publications, 1977.
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарги*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Заспіваймо! Let's Sing: Volumes 1 and 2. Favourite Ukrainian Folk Songs* (paperback/audiocassette). Stephura, M. (comp.). Sudbury, ON: Mary Stephura and Ukrainian Seniors' Centre, 1993.

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

GRADE

**6**

Specific Outcome

**Celebrate Special Occasions**

*Students will be able to*

**5.1.4** select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Awards Presentation**

Students create three Ukrainian language awards in bookmark format that they present to three classmates whom they deem deserving (language criteria to be set by the teacher). This will occur at the end of the month in a traditional ceremony planned by students.

**Student of the Week**

Students create a special Student of the Week award upon which they list that person's special qualities (e.g., добра приятелька, багато знає про комп'ютери, дбайливий).

**Extension:** During a weekly morning sharing session, students share and acknowledge one another's special news or accomplishments with verbal statements (e.g., "Поздоровляю," "Молодець.").

**Special Event Talk**

Students prepare, in advance, a short talk about a special event of their choice (e.g., a school spirit day, mini-Olympics or an awards ceremony).

**Celebrate Special Occasions***Students will be able to*

- 5.1.4** select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school (*continued*)

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

Does the student

- select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school?

**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 appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school (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 appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Self-Assessments**

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

Self-Check for Success	
Name: _____ Date: _____	
Describe what you did.	
I encouraged a classmate.	
I praised a classmate.	
I did great work.	
I celebrated success.	
One thing I could do better is	

**SAMPLE RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Samples of Ukrainian posters and a variety of invitations (e.g., birthday parties, concerts, weddings, anniversaries, banquets, New Year's Malankas)

General Outcome

5

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

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

GRADE

**6**

Specific Outcome

**Cooperate with Others**

*Students will be able to*

**5.2.1** assist group members to maintain focus and complete tasks

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Classroom Newsletter**

Students assume the roles of editor, illustrator, and writer and collaborate to write news articles for a classroom newsletter.

**Group Assessment**

Students complete a mini-project and final peer evaluation based on pre-established criteria. They must use three adjectives to describe their group members' performances.

**Group Problem Solving**

When leading a group meeting, a student asks another student to record solutions to the problem being discussed (e.g., *Хто хоче бути головою? Хто напише текст? Хто буде відповідати за проєкт?*).

**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 attentive listening, 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.

**Cooperate with Others***Students will be able to***5.2.1** assist group members to maintain focus and complete tasks (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- assist group members to maintain focus and complete tasks?

 **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 assist group members to maintain focus and complete tasks (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

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

 **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 assist group members to maintain focus and complete tasks (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 assist group members to maintain focus and complete tasks (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 (section on writing and newspaper articles).
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003 (character sketches of main characters).
- Samples of Ukrainian newspapers published in North America (e.g., *Українські вісті*, *Гомін*, *Свобода*)
- Newspapers from Ukraine that can be downloaded or accessed on the Internet (e.g., *Українське слово* <[www.ukrslovo.kiev.ua](http://www.ukrslovo.kiev.ua)>, *Дзеркало тижня* <[www.zn.kiev.ua](http://www.zn.kiev.ua)>)

General Outcome

5

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

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

GRADE

6

Specific  
Outcome

**Work in Groups**

*Students will be able to*

**5.2.2** select and assume roles to assist in the achievement of group goals

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Dramatic Roles**

In groups, students assign roles for the dramatization of the *Nova 6* dialogues.

**Assigned Roles**

In groups of three, students assign roles to produce a collage of needs (e.g., one person cuts out the pictures, one person classifies the pictures into groups, one person writes the headings).

**Group Presentation Roles**

When preparing a group presentation, one student makes an overhead transparency summarizing their ideas, two students work together to make a diorama and another student makes a poster.

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

**Work in Groups***Students will be able to***5.2.2** select and assume roles to assist in the achievement of group goals *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- select and assume roles to assist in the achievement of group goals?

 **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 assume roles to assist in the achievement of group goals (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 select and assume roles to assist in the achievement of group goals (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Conferences**

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

**SAMPLE RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. 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

**Use Language to Show Respect**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Welcome and Introduction**

Following a mini-lesson on formal introductions, a student prepares a short welcome and introduction for a guest speaker at a Grade 6 graduation.

**Extension:** Students address guests to the school, using the appropriate *ви* form.

**Appropriate Greetings**

Students use appropriate greetings (e.g., “Вітаємо Вас,” “Христос Воскрес,” “Христос Народився.”).

**Class Discussion**

Discuss how to demonstrate sensitivity to appropriate language use and tone when communicating orally. For example,

- selecting and using language appropriate to the context
- demonstrating knowledge of the elements that make up oral communication, including tone, volume, intonation, word choice, register and nonverbal cues
- demonstrating understanding of a range of socially and culturally appropriate verbal and nonverbal language uses
- monitoring language use, recognizing the need for language change or adaptations for different social and cultural experiences
- applying culturally appropriate greetings at appropriate times

**Use Language to Show Respect***Students will be able to***5.2.3** demonstrate sensitivity to appropriate language use and tone when communicating orally (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate sensitivity to appropriate language use and tone 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 and tone when communicating orally (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

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

 **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 and tone when communicating orally. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:  
–Читання учням вголос.
- Teacher or student poetry selections from a variety of sources

General Outcome

5

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

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

GRADE

6

Specific Outcome

**Evaluate Group Process**

*Students will be able to*

**5.2.4** assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Group Goals Rubric**

With teacher guidance, students create their own rubric that applies to group goals for completion of a project (e.g., create a rubric to evaluate Cossack forts built as a culminating activity to the study of Ukrainian Cossacks).

**Extension:** Students assist the teacher in creating a rubric to assess a group project. They use the rubric to evaluate their progress.

**Class Discussion**

Discuss how to assess own contributions to group process, set personal goals for enhancing work with others and monitor group process, using checklists. For example,

- participating willingly in the self-assessment of contributions to group process
- using checklists and other tools for self- and group-assessment
- reflecting on personal behaviours and setting personal goals
- reflecting on group behaviours and participating in group goal-setting

**Evaluate Group Process***Students will be able to*

- 5.2.4** assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists (*continued*)

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

Does the student

- assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists?

 **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 assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists (see sample blackline master in Appendix E: Observation Checklist).

 **Learning Logs**

Students respond to prompts to write in cooperative Learning Logs. For example,

- Contributions I made to help my group were \_\_\_\_\_.
- Groups work well when \_\_\_\_\_.
- I can become a better group member by \_\_\_\_\_.

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

 **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 assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

**SAMPLE RESOURCES**

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

*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.*

**Sound–Symbol System**

*Students will be able to*

- 6.1.1** apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Spelling Quizzes**

Administer a spelling quiz of words that students are not familiar with to assess their knowledge of the sound-symbol system. After the quiz, go through the list of words with the class and review the sound-symbol system. Choose specific words with letters that students find confusing (e.g., ш, щ, ч, и, е).

**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 as they are read. In pairs or small groups, students check their work against a master list and repeat the process with only those words that were problematic or incorrect.

**Writing List**

Working with a partner, students 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.

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

- 6.1.1** apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts (*continued*)

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

Does the student

- apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts (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 consistently and accurately in familiar and unfamiliar contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.
  - Phonology (sounds)
  - Morphology (verbs, nouns, pronouns)
  - Syntax (sentence types)
  - Orthography (capitalization, punctuation, declension)
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide*. Edmonton, AB: Edmonton Catholic Schools, 1998:
  - elementary scope and sequence for phonology, syntax and conventions of writing
  - vocabulary list.
- *Атлас України*. Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших*. Київ: Катографія, 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.*

**Lexicon**

*Students will be able to*

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Ukrainian Dictionaries**

Invite students to use Ukrainian dictionaries to look up a list of words that have more than one meaning. Students illustrate the multiple meanings of these words (e.g., край, мати, трубка).

**Intonation and Meaning**

Students experiment with intonation to change meaning. For example,

- Справді?
- Справді!

**Language Ladder**

Students explore different ways of greeting people in Ukrainian and create a language ladder of the different expressions (e.g., добрий день, добридень, привіт, Слава Ісусу Христу).

**Vocabulary Game Show**

In teams, students play a game, such as the TV game show in which they must guess different words or phrases that express the same idea. For example,

Ways to introduce oneself:

- Я називаюся ...
- Мене звать ...
- Мене звати ...
- Моє ім'я ...

Ways to greet people:

- Слава Ісусу Христу!
- Привіт!
- Добридень, Доброго дня!
- Доброго ранку!
- Доброго вечора!

**Lexicon***Students will be able to*

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea (see sample blackline master in Appendix E: Observation Checklist).

## SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.
  - Phonology (sounds)
  - Morphology (verbs, nouns, pronouns)
  - Syntax (sentence types)
  - Orthography (capitalization, punctuation, declension)
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide*. Edmonton, AB: Edmonton Catholic Schools, 1998:
  - elementary scope and sequence for phonology, syntax and conventions of writing
  - vocabulary list.
- *Атлас України*. Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших*. Київ: Катографія, 2000.

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**Grammatical Elements**

*Students will be able to*

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

**Nouns**

- accusative plural
- genitive plural
- locative plural (e.g., *у книжках, на столах*)

**Pronouns**

- demonstrative, possessive, interrogative
  - instrumental singular
  - dative singular
  - locative plural (e.g., *у цих книжках, у моїх зошитах, на яких столах*)
- definite and indefinite

**Adjectives**

- instrumental singular
- dative singular
- locative plural (e.g., *у великих крамницях, у нових журналах*)

**Verbs**

- present, including archaic (e.g., *їм, їси, дамо, дадуть*)

**Expressions**

- time (hours, minutes, intervals) (e.g., *чверть по третій, за десять шоста*)

**Numerals**

- 5 and higher plus noun agreement

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

**Nouns**

- hard, soft, mixed stem
- instrumental singular
- dative singular

**Pronouns**

- personal
  - instrumental
  - dative
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular

**Adjectives**

- accusative singular animate
- genitive singular
- locative singular

**Verbs**

- perfective/imperfective past and future
- *-ся* verbs with genitive, instrumental
- verbs *могти, знати, вміти*

**Adverbs**

- definite and indefinite
- of quantity

*(continued)*

**Grammatical Structures***Students will be able to***6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements (*continued*)**Grammatical Elements** (*continued*)*Students will be able to*use, in **structured** situations, the following grammatical elements:**Conjunctions**

- comparative

**Numerals**

- cardinals over 100
- ordinals over 12

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

- accusative singular animate
- genitive singular

**Pronouns**

- demonstrative, possessive, interrogative accusative plural inanimate

**Adjectives**

- accusative plural inanimate
- comparative and superlative

**Verbs**

- *-ся* verbs with dative

**Adverbs**

- of frequency (e.g., *іноді*)

**Expressions**

- date and year
- at what time
- of emotions

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

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## 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:

- 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)

## 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 if 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).

**Grammatical Structures***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** (*continued*)□ **Rubric**

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

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
  - Phonology (sounds)
  - Morphology (verbs, nouns, pronouns)
  - Syntax (sentence types)
  - Orthography (capitalization, punctuation, declension)
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998:
  - elementary scope and sequence for phonology, syntax and conventions of writing
  - vocabulary list
- *Атлас України.* Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших.* Київ: Катографія, 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.*

**Mechanical Features**

*Students will be able to*

**6.1.4** use basic mechanical features correctly and for effect

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Adding Punctuation**

Give students a dialogue without any punctuation. Students must add punctuation for effective written communication.

**Effective Captions**

Invite students to choose three interesting photographs from a collection presented to them. Students then write effective captions for these photographs, using a variety of mechanical features for effect.

**Effective Headlines**

Working with a partner, students create effective headlines for short Ukrainian newspaper articles provided to them by the teacher. Each pair shares their headlines in class and students vote on the three most effective headlines.

**Mechanical Features***Students will be able to***6.1.4** use basic mechanical features correctly and for effect (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use basic mechanical features correctly and 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 if students are able to use basic mechanical features correctly and 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 (e.g., capitalization, punctuation). Refer to work samples available.

 **Quizzes**

Individual accountability may be assessed through regular quizzes. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.
  - Phonology (sounds)
  - Morphology (verbs, nouns, pronouns)
  - Syntax (sentence types)
  - Orthography (capitalization, punctuation, declension).
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide*. Edmonton, AB: Edmonton Catholic Schools, 1998:
  - elementary scope and sequence for phonology, syntax and conventions of writing
  - vocabulary list
- *Атлас України*. Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших*. Київ: Катографія, 2000.
- Copies of short newspaper articles in Ukrainian

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**Discourse Features**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Class Debate**

While participating in a class debate, students are encouraged to use phrases such as the following:

- по-перше, по-друге
- потім
- кількома словами
- далі

**Organizing Texts**

Working with a partner, students organize a short, written text into paragraphs, using basic discourse features (e.g., indentation, headings), as required.

**Social Conventions**

Draw students' attention to the social conventions of native Ukrainian speakers as they view a video or newscast from Ukraine (e.g., vocabulary flows with very few pauses, almost a melodic, continual dialogue between speakers).

**Discourse Features***Students will be able to*

- 6.1.5** use basic discourse features in oral, print, and visual texts; and apply these features independently 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 independently for effect?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic discourse features in oral, print and visual texts; and apply these features independently 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 independently for effect. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
  - Phonology (sounds)
  - Morphology (verbs, nouns, pronouns)
  - Syntax (sentence types)
  - Orthography (capitalization, punctuation, declension)
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998:
  - elementary scope and sequence for phonology, syntax and conventions of writing
  - vocabulary list
- *Атлас України.* Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших.* Київ: Катографія, 2000.
- Live pre-recorded newscasts or weather forecasts from Ukraine
- Ukrainian-language television programs (e.g., *Контакт* from Toronto)

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**Listening**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Television News Program**

Students listen to and view a television news program (e.g., Контакт) and list one or two main points discussed.

**Extension:** Students listen to a radio or television newscast in Ukrainian on a topic they are familiar with and discuss the 5 Ws.

**Guest Speaker**

Working in small groups, students prepare relevant questions in preparation for a guest speaker. During the guest speaker's presentation, students record answers to their questions and later share this information with their group members.

**Listening***Students will be able to*

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

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- listen to and understand the main points of a lengthy 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 if students are able to listen to and understand the main points of a lengthy 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 entries 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 heard during oral or media presentations. Review responses and assess how they use their knowledge and listening strategies to learn.

## SAMPLE RESOURCES

- Live or pre-recorded Ukrainian television news casts (e.g., *Контакт* from Toronto)
- Ukrainian children’s magazines (e.g., *Готуйсь, Барвінок, Крилаті*)
- Ukrainian newspapers (e.g., *Український голос, Гомін, Українські вісті.*)
- Ukrainian radio programs (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba)

*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.*

**Speaking**

*Students will be able to*

**6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Oral Book Review**

Students prepare and present a short, oral book or story review, using a guideline.

**Extension:** Students prepare a short oral summary of the main event in a *Nova 6* dialogue under study.

**Word Description**

Students must describe a word given to them at random, using descriptive Ukrainian adjectives. Words should be from themes familiar to students or currently under study.

**Folk Art Description**

After studying the Ukrainian folk art form петриківка, students prepare three statements describing the art form.

**Sharing Circle**

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

**Extension:** Students choose a topic that is familiar and of interest to them and speak briefly on it (e.g., my favourite sport, my favourite holiday).

**Speaking***Students will be able to*

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured 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 or unstructured 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 or unstructured situation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

When students present information orally, note the extent to which they:

- convey messages
- use body language or visuals to help make the meaning clear
- use a range of appropriate vocabulary and structures
- use volume and intonation
- use correct pronunciation
- attempt fluency of delivery
- show completeness of information
- understand simple questions about their topic
- attempt to answer questions in Ukrainian

(Adapted from Languages Template, Ministry of Education, Skills and Training, British Columbia, 1997.)

## SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8.* Regina, SK: Saskatchewan Education, 1997.

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**Reading**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Read and Chart**

Students read a short story and complete a chart asking for the main idea and supporting details.

**Story Map**

Students read a story and record information about the character's problem and the main events on a story map.

**Pen Pals**

Students exchange friendly letters with their pen pals from another Ukrainian bilingual school.

**Reading***Students will be able to***6.2.3** read and understand the main idea and supporting details of lengthy 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 lengthy 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 if students are able to read and understand the main idea and supporting details of lengthy 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 a series of sentences. Talk about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

**SAMPLE RESOURCES**

- *Срібні нитки*. Форчук Скрипук М. Едмонтон: Методичний кабінет української мови, 1996.
- *Мовна діяльність. Вптави для серії читанок Тут і там*. Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8*. Regina, SK: Saskatchewan Education, 1997.
- *Велика енциклопедія школяра*. Слабошпицька Л. (ред.). Київ: Махаон–Україна, 2000.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- A collection of Ukrainian stories and folk tales
- Samples of letters hand-written in Ukrainian

*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.*

**Writing**

*Students will be able to*

**6.2.4** produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Writing Opportunities**

Allow students opportunities to produce lengthy texts dealing with familiar topics in structured and unstructured situations. For example,

- write a short story on a topic familiar to them that has a beginning, middle and end
- write a summary of a topic discussed in class
- research a topic (e.g., an animal, and write a report)
- send secret messages to a friend
- prepare a short summary of their favourite Ukrainian folk tale
- write a news article highlighting a recent class field trip
- create a recipe for a new dish they have invented, using a variety of menus written in Ukrainian as writing models.

**Travel Brochure or Poster**

Students create a travel brochure or poster in Ukrainian for a city that they have researched.

Subtopics may include:

- музеї, театри
- клімат
- приміщення
- готелі
- ресторани
- засоби транспорту.

**Brainstorming**

Brainstorm all words that pertain to a specific topic. Students then use those words to write a story and illustrate it.

**Extension:** Students research a topic of interest, using a graphic organizer to record information. From the information gathered, they write a report.

**Writing***Students will be able to***6.2.4** produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- produce, spontaneously or with preparation, lengthy texts dealing with familiar topics 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 if students are able to produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations (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 produce, spontaneously or with preparation, lengthy texts dealing with 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 that they did.

**SAMPLE RESOURCES**

- *Усе. Український словник-енциклопедія.* Київ: Всеуви́то, 2003.
- *Велика енциклопедія школяра.* Слабошпицька Л. (ред.). Київ: Махаон–Україна, 2000.
- Ukrainian recipe books
- Restaurant menus written in Ukrainian
- Ukrainian folk tales (e.g., *Кирило Кожум`яка*)
- Samples of travel brochures
- Graphic organizers (see sample blackline masters in Appendix D)

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**Viewing**

*Students will be able to*

**6.2.5** view and understand events and/or representations within and beyond the school context

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Ethnic Celebration Review**

Students view and explain ethnic celebrations held in either the school or the community. They write a short review, noting the following aspects:

- food
- clothing
- dance
- music
- language

**Extension:** Students view cultural dances with a storyline and share their interpretations.

**Video**

Students watch a video of День Незалежності in Ukraine, and list familiar and unfamiliar symbols or representations of the Ukrainian culture. The class will discuss both aspects after the video.

**Artwork**

In small groups, students study the artwork of William Kurelek to gather information about the life of early Ukrainian pioneers in western Canada.

**Immigration Timeline**

In small groups, students study a timeline of Ukrainian immigration to Canada and answer accompanying questions.

***My Mother's Village***

Lead students through a brainstorming session to elicit vocabulary associated with Easter traditions. Students then view clips from *My Mother's Village* and compare, on a Venn diagram, Easter celebrations in contemporary Ukraine with those practised in the local community.

**Viewing***Students will be able to***6.2.5** view and understand events and/or representations within and beyond the school context (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- view and understand events and/or representations within and beyond the school context?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to view and understand events and/or representations within and beyond the school context (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to view and understand events and/or representations within and beyond the school context (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *My Mother's Village*. MacDonald, J. (prod.), Poskievich, J. (dir.). Winnipeg, MB: National Film Board of Canada, 2001.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1973.
- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- Brochures and activity calendars from the Ukrainian Cultural Heritage Village (near Edmonton, AB)
- Samples of advertisements, posters and announcements, in Ukrainian, for upcoming community events
- Venn diagram (see sample blackline master in Appendix D)

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**Representing**

*Students will be able to*

**6.2.6** create multiple representations of ideas, events, and/or information, using a variety of forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES****School Event Advertisements**

Throughout the year, invite students to advertise school events in Ukrainian in a variety of ways (e.g., posters, announcements).

**Story Representations**

Have students create representations based on a story read as a class. For example,

- a dance, play or puppet show
- a diorama
- an electronic slideshow presentation that includes graphs

They then share their representations with another Ukrainian class.

**Radio Show**

In small groups, students prepare a radio show based on *Nova 6* or a novella by adding music and sound effects and manipulating the script as necessary.

**Collages**

Students create a collage representing their ideas of what it means to them to be Ukrainian (a Ukrainian speaker). They may use photographs, pictures, illustrations, words, and phrases to express their thoughts.

**Representing***Students will be able to***6.2.6** view and understand events and/or representations within and beyond the school context (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- create multiple representations of ideas, events, and/or information, using a variety of forms?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to create multiple representations of ideas, events, and/or information, using a variety of forms (see sample blackline master in Appendix E: Observation Checklist).

 **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**

- Samples of advertisements, posters, announcements in Ukrainian
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Надзвичайні люди, надзвичайні події*. Цинцер-Грищук М., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1998, «Кирило Кожум'яка», с. 40–43.

*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.*

**Register**

*Students will be able to*

**6.3.1** identify socially appropriate language in specific situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Examining Socially Appropriate Phrases**

After students have been introduced to a list of socially appropriate phrases in Ukrainian (e.g., Слава Ісусу Христу, будь ласка), they play a game that encourages the use of these phrases in the classroom. Five students in the class are appointed the Мовна поліція and are given 10 tickets to give out when they hear their classmates using the phrases. The student with the most tickets at the end of the day receives a prize.

**Underlining Appropriate Language**

Students read a story or dialogue and underline the phrases they can identify that pertain to socially appropriate language (e.g., greetings).

**Register***Students will be able to***6.3.1** identify socially appropriate language in specific situations (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- identify socially appropriate language in specific situations?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify socially appropriate language in specific situations (see sample blackline master in Appendix E: Observation Checklist).

 **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 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Audio and video recordings of Ukrainian radio and television broadcasts

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**Idiomatic Expressions**

*Students will be able to*

**6.3.2** use learned idiomatic expressions correctly in new contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Idiom Role-Play Game**

Students participate in a game to review idioms learned in class. They are separated into two teams and given an equal number of illustrations. Two students from one team act out a situation in 30 seconds in which an idiom could apply. Their teammates get together to decide which idiom is correct, then one student brings up the illustration. If it is correct, the illustration is hung on the board behind their team. At the end of the game, the team with the most illustrations wins.

**Class Book of Idioms**

After students are introduced to a variety of idiomatic expressions and understand their meanings, they compose a class book of Ukrainian idioms. Each idiom is written out and illustrated (e.g., Най тебе качка копне would be accompanied by a picture of a duck kicking someone).

**Idiom Matching Game**

Students play a matching game in which they have to correctly match an idiomatic expression to a given situation (e.g., planning a trip with a friend before asking permission: “Не кажи гоп, поки не перескочеш.”).

**Idiomatic Expressions***Students will be able to***6.3.2** use learned idiomatic expressions correctly in new contexts (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use learned idiomatic expressions correctly in new contexts?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use learned idiomatic expressions correctly in new contexts (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions correctly in new contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. IU: NTC/Contemporary Publishing, 1997.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
  - Читання учням уголос.

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**Variations in Language**

*Students will be able to*

**6.3.3** recognize some common regional variations in language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Dialectal Variations**

Invite students to contribute to a class list of regional or dialectal variations in language as they listen to native speakers. For example, they could compare common ways of speaking (e.g., saying *сьогодні* або *нині*, *брама* або *хвіртка* або *ворота*, *люстро* або *дзеркало*).

**Comparing Canada and Ukraine**

As a class, students create a list of words or phrases not commonly used in Ukraine that are used in Canada and vice versa. For example,

Україна	Канада
машина	авто
Мене звати	Я називаюся
Як тебе звати?	Як ти називаєшся?
фіолетовий	пурпуровий
Добрий день	добридень
туалет	лазничка

**Regional Songs**

Teach students a song from a specific region of Ukraine (e.g., the Lemko region).

**Variations in Language***Students will be able to***6.3.3** recognize some common regional variations in language (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize some common 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 if students are able to recognize some common regional variations in language (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Confer with students about their experiences in listening to regional variations in language. Ask students what was challenging and interesting and what strategies they used to aid comprehension. Review Learning Logs during the conference.

**SAMPLE RESOURCES**

- Samples of music from different regions of Ukraine and the Diaspora
- Audio and video recordings of interviews, weather reports or news broadcasts from Ukrainian radio and television stations (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba)

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**Social Conventions**

*Students will be able to*

**6.3.4** recognize important social conventions in everyday interactions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Do's and Don'ts**

Students write a list of do's and don'ts for behaviour in a variety of contexts to accompany a list of situations provided by the teacher (e.g., “Як поводитися в церкві або на концерті.”).

**Field Trip Preparation**

In groups, students prepare for an upcoming field trip by drafting a list of rules on acceptable behaviour. These should include speaking to elders using the ви form.

**Role-Plays**

In small groups, students role-play scenarios (e.g., greetings or farewells, in a variety of situations).

**Social Conventions***Students will be able to***6.3.4** recognize important social conventions in everyday interactions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize important social conventions in everyday interactions?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize important social conventions in everyday interactions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Learning Logs**

Students reflect on their learning and how well they were able to recognize important social conventions in everyday interactions when drafting rules on acceptable behaviour.

**SAMPLE RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Audio and video recordings of interviews, weather reports or new broadcasts from Ukrainian radio and television stations (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba)
- Ukrainian-speaking community elders and resource people

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**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****Non-verbal Religious Behaviours**

When students attend or learn about Ukrainian religious celebrations, they apply what they have learned in class about appropriate or respectful non-verbal behaviours (e.g., crossing oneself in front of the altar, standing and sitting at appropriate times).

**Non-verbal Examples**

Present examples of appropriate and inappropriate behaviours. For example,

- Any waving, either in a greeting or departure, is considered inappropriate in a church.
- Women in Ukraine, at one time, had to wear something to cover their heads.
- Men’s hats are removed when entering a building.
- Remaining seated when a guest, elder, person of the clergy, or St. Nicholas enters a room is considered inappropriate.

**Extension:** Present examples of non-verbal communication in different situations (e.g., drama presentations, television shows, commercials). Students identify specific features (e.g., facial expressions, hand movements, whole-body movements, eye contact). In small groups or as a class, discuss how these features aided the presentation. When students have become familiar with non-verbal cues, give them a script to use in practising the cues in pairs or small groups.

**TV and Video**

Play clips of television shows or videos with the volume turned off to focus on the use of non-verbal cues, being sensitive to the cultural practices and values. With students, discuss how these cues convey feelings, persuade viewers or express opinions. Students may be given situations in which 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, students review appropriate non-verbal and verbal behaviours and then make a point of practising them during the culture 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 with “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 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).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use appropriate non-verbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- Sample dialogues prepared by the teacher
- Audio and video recordings of news clips and interviews in Ukrainian (e.g., from the Ukrainian television program *Контакт* in Toronto)

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**Cognitive**

*Students will be able to*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Cognates**

Introduce the concept of cognates. In small groups, students list as many as they can in 60 seconds. They then share them as a class.

**Word Replacement**

Students are introduced to a poem (e.g., *Іде, йде дід, дід*), and are asked to replace the adjectives with their own. For example,

- Іде, йде \_\_\_\_, \_\_\_\_,
- Несе, несе \_\_\_\_, \_\_\_\_,
- Отакий \_\_\_\_
- Отакий \_\_\_\_.

**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 sort these words accordingly
- identify and then 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, -і in the words хата, велика, біла, висока, 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 personal dictionaries. As new Ukrainian words are learned, students enter the words into their dictionaries along with drawings, illustrations, or magazine clippings.

**Cognitive***Students will be able to*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning (e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task) *(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 if 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 if 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).

## SAMPLE RESOURCES

- *The Languages 5–12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003 (sample checklists and rubrics).
- *Нова 2: Вірши і ребуси*. Біалш О. (упор.). ЕДМОНТОН: Міністерство освіти Альбери, 1993.
- Collection of Ukrainian poetry for children
- Ukrainian-English and English-Ukrainian dictionaries
- Graphic organizers (see sample blackline masters in Appendix D)

*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.*

**Metacognitive**

*Students will be able to*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., listen or read for key words, monitor own speech and writing to check for persistent errors)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Kinesthetic Strategies**

Students use actions to remember new words introduced in the *Nova* dialogues (e.g., акула—students cup their hands together with the fingertips meeting and open and close the fingertips like jaws, мопе—students mimic waves with their hands). They reflect on the effectiveness of such strategies in helping with their language acquisition.

**Reporting**

Post a simple text at the front of the room. Divide students into groups and tell them to work together to read the text. Have the groups discuss strategies for remembering the text (e.g., looking for key words). Students then take turns going to the front and reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide students with the original text from the front of the room and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.

**Self-Assessment**

After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning. Students 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 rate their performances on aspects of their daily communication.

**Metacognitive***Students will be able to*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning (e.g., listen or read for key words, monitor own speech and writing to check for persistent errors) *(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 areas they have identified for improvement and provide direction, encouragement and feedback in 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 if they are able to identify and use a variety of metacognitive strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

**SAMPLE RESOURCES**

- Ukrainian-English and English-Ukrainian dictionaries
- Graphic organizers (see sample blackline masters in Appendix D)
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

*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.*

**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., participate actively in brainstorming and conferencing as pre-writing and post-writing exercises)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****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.

**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 summary to the rest of the class.

**Extension:** After reading a story in Ukrainian, students work together to retell the story in another way (e.g., create a poster or comic strip, videotape an interview).

**Extension:** Working in small groups, students create a mural to represent an idea presented in 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., participate actively in brainstorming and conferencing as pre-writing and post-writing exercises) *(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 if 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 helped them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

**Peer-Assessment Checklist**

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix E: Peer-Assessment Checklist).

**SAMPLE RESOURCES**

- *The Languages 5–12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003 (sample checklists and rubrics).
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.
- Peer feedback forms

*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.*

**Interactive**

*Students will be able to*

- 6.5.1** identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite corrections)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Interacting Challenge Role-Play

Invite students to brainstorm lists of “survival vocabulary” words that would assist them in a variety of situations (e.g., to ask for clarification, express concern). Students pretend that they are in Ukraine and they need something that they do not know the word for. They must attempt to describe it, in Ukrainian, using gestures and body language.

### Mystery Objects

Students bring to class a mystery object that they do not show anyone. The student gives clues about the object without naming the object, while other students try to guess what the object is (e.g., Я це вживаю у школі. Я цим роблю прості лінії.).

### 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 understanding (e.g., “Am I making sense?”).

### Model and Role-Play

After the teacher has modelled a variety of interactive strategies, students role-play situations in which they may practise these strategies (e.g., asking a speaker to slow down or repeat something said, using gestures and body language to aid communication).

### Ukrainian Language Hour

Assign an hour where students are only allowed to speak Ukrainian. If they do not know a word, they must describe it or use other methods to communicate. At the end of the hour, the class discusses what they learned the value of the activity and what strategies they used to communicate in Ukrainian.

**Interactive***Students will be able to*

- 6.5.1** identify and use a variety of interactive strategies (e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite corrections) *(continued)*

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

Does the student

- identify and use a variety of interactive strategies?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interactive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Games for Ukrainian Language Classes.* Wolansky-Hornjatkevyc, L., Radiuk, H., Radiuk, M. Edmonton, AB: Edmonton Public School Board; Faculty of Education, University of Alberta, 1980.

*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.*

**Interpretive**

*Students will be able to*

**6.5.2** identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Reading Around the Unknown**

Before students read a new text, invite them to quickly scan the text and underline any words or phrases they are not familiar with. In pairs, students use the pictures, captions, and titles and “read around” the unfamiliar words to predict the meaning of the new vocabulary.

**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.

**Interpretive***Students will be able to***6.5.2** identify and use a variety of interpretive strategies (e.g., infer probable meaning of unknown words or expressions from contextual clues) *(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 if 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).

**SAMPLE RESOURCES**

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

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**Productive**

*Students will be able to*

**6.5.3** identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Repeating a Pattern**

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have students use the sentence pattern to create their own poems and songs.

**Writing from Patterns and Models**

After viewing different cultural texts (e.g., alphabet books, numerical books or holiday books), students create their own texts, following a chosen pattern.

**Extension:** After studying a poetic form, students use the patterns found in the poem as a model for writing their own poem.

**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 students follow the writing process (pre-writing, 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.

**Extension:** Give students steps for producing a comic strip in Ukrainian.

**Productive***Students will be able to***6.5.3** identify and use a variety of productive strategies (e.g., be aware of and use the steps of the writing process) (*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 if 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**

- *The Languages 5–12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003 sample checklists and rubrics
- Ukrainian cartoon strips
- Posters that deal with Ukrainian language or cultural content

*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.*

**Cognitive**

*Students will be able to*

**6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., look for patterns and relationships like verb endings)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Inquiry Process**

Brainstorm with students what they know about a topic or theme. Have students research the topic and create a presentation. Before beginning their research, students write what they know and what they want to know in the KWL chart. For example,

Що я знаю	Про що я хочу дізнатися	Про що я дізнався/дізналася

Have students access and use a variety of information sources (e.g., the Internet, people in the community, professional organizations).

**Extension:** After reading a short, informational article in Ukrainian, students record important information on a web or mind map.

**Classifying Verbs**

Students are given a list of verbs that they must classify according to endings. Then students apply their knowledge of verb conjugations to correctly classify a list of familiar and unfamiliar verbs into *е-уть* and *е-ють* categories.

**Cognitive***Students will be able to*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning (e.g., look for patterns and relationships like verb endings) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- identify and use a variety of cognitive strategies to enhance general learning?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if 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., the 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.

## SAMPLE RESOURCES

- Graphic organizers (see sample blackline masters in Appendix D)
- Copies of informational articles from Ukrainian newspapers and children's magazines
- *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.

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**Metacognitive**

*Students will be able to*

**6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Note:** As a part of strategic teaching, after each of the following activities have students discuss the actual strategies they applied to complete the activity.

**Electronic Slideshow**

Students review a variety of websites on Ukrainian cities. They decide on which city to create a short electronic slideshow presentation.

**Completing a Task**

Students are given a task to complete (e.g., write a biography, make a fruit salad, plan a class party). They brainstorm the steps they will take to do it.

**Goal-Setting**

On personal goal-setting forms, students not only set goals, but indicate how they will achieve them and what would happen if the goals were not achieved.

**Project Planning**

Students work in groups to create a logical plan about how to approach a learning task. After the task is complete, students assess their original plan and discuss other possible choices or improvements.

**Metacognitive***Students will be able to***6.6.2** identify and use a variety of metacognitive strategies to enhance general learning (e.g., identify their own needs and interests) *(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 if 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 if 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).

 **Learning Logs**

Encourage students to keep and monitor two short-term goals in their Learning Logs. They write about their progress from time to time.

**SAMPLE RESOURCES**

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

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**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., take part in group decision-making processes)

**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 your peers
- use positive self-talk
- be willing to take risks

Have students identify 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.

**Extension:** With the teacher, students brainstorm strategies they can use when they are feeling overwhelmed during an assignment or when writing an exam (e.g., turn over their paper to refocus and relax, take a deep breath, close their eyes, and put their head down).

**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., take part in group decision-making processes) *(continued)*

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

Does the student

- identify and use a variety of social and affective strategies to enhance general learning?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to 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.

**SAMPLE RESOURCES**

- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 1: Настільні ігри*. Білаш О. (укл.). ЕДМОНТОН: Міністерство освіти Альберти, 1991.
- *Нова 2: Настільні ігри*. Білаш О. (укл.). ЕДМОНТОН: Міністерство освіти Альберти, 1993.

*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.*

**Understanding Self-identity**

*Students will be able to*

**7.1.1** explore and reflect on various facets of self-identity and how it changes

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Talent Acknowledgement Letters**

Students write letters to their parents, grandparents, or guardian, thanking them for passing on a particular gift or gifts (e.g., musical ability, appreciation of art, Ukrainian traditions, the Ukrainian language).

**Ukrainian Reflection**

After reflecting on what they like about being Ukrainian or being in the Ukrainian program, students create a collage or photo essay.

**Personal Timelines**

Invite students to create a personal timeline of memorable events and accomplishments in their lives. Students use captions, photographs, and pictures to enhance their time lines.

**Extension:** Students create a timeline of their life from birth to present, complete with photos and explanations of important life events.

**Self-Portraits**

Students bring to class a self-portrait or piece of work from Grades 1 or 2. Students then write a journal entry about what they thought or felt about themselves at that time and how they interpret that piece of artwork today.

**Brainstorming Web**

With teacher guidance, students brainstorm skills, knowledge, and talents they possess now that they did not have when they were younger. Record some of these ideas on the board. Students each make a web showing their areas of growth, including Ukrainian language learning. For example,



**Understanding Self-Identity***Students will be able to***7.1.1** explore and reflect on various facets of self-identity and how it changes (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore and reflect on various facets of self-identity and how it changes?

 **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 various facets of self-identity and how it changes (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore and reflect on various facets of self-identity and how it changes. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore and reflect on various facets of self-identity and how it changes (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Learning Logs**

In their Learning Logs, students complete the following sentences about changes they have experienced:

- Що я можу робити тепер, що я не міг/могла робити колись...
- Що я тепер знаю, що колись не знав/знала...
- Найголовніша зміна мені...

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.
- *Health and Life Skills Kindergarten to Grade 9 Program of Studies.* 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.*

7.1 Self-Identity

GRADE

6

Specific Outcome

**Developing Positive Self-identity**

*Students will be able to*

**7.1.2** understand what stereotyping is

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Teachable Moments**

Through weekly current events discussions, use “teachable moments” to discuss what stereotyping is and how it affects people.

**Looking for Stereotypes**

Discuss what stereotypes are and have students scan newspapers, magazines, television shows, movies and the Internet for examples of stereotyping. Students present their examples to the rest of the class, explaining why each image or description is a stereotype.

**Positive and Negative Stereotypes**

Discuss the idea that there are positive and negative stereotypes. Have students find examples of each and explain in their own words why each example is positive or negative.

**Developing Positive Self-Identity***Students will be able to***7.1.2** understand what stereotyping is (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- understand what stereotyping is?

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to understand what stereotyping is. Offer feedback, encouragement, and praise as needed.

 **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 understand what stereotyping is (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 **Conferences**

Confer with students and have them share their understanding of stereotyping. Provide feedback and encouragement.

SAMPLE **RESOURCES**

- *Health and Life Skills Kindergarten to Grade 9 Program of Studies*. Edmonton, AB: Alberta Learning, 2002.
- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.

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### Valuing Ukrainian Language and Culture

*Students will be able to*

**7.1.3** recognize the value and significance of the Ukrainian language and culture to their selves

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Guest Speaker

Invite a guest speaker from the Ukrainian community to explain how the Ukrainian language and culture plays a large part in his or her self-identity.

**Extension:** Invite a guest speaker from another ethnic background to explain the importance of maintaining his or her language and culture.

### Ukrainian Language and Culture Graffiti Wall

Students discuss what is the importance of maintaining Ukrainian language and culture. They create a graffiti wall where they post their personal messages about the value of learning the Ukrainian language (e.g., Українська мова крута [“cool”]). It may be necessary to accept both English and Ukrainian responses from students so that they can express themselves clearly and concisely.

### Bilingual Program Video Presentations

Students prepare a video presentation promoting the Ukrainian bilingual program in their school. They share personal testimonies and discuss the value and significance of the Ukrainian language and culture to themselves. This video may be shared with parents during an open house or during parent-teacher interviews.

**Valuing Ukrainian Language and Culture***Students will be able to*

- 7.1.3** recognize the value and significance of the Ukrainian language and culture to their selves (*continued*)

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

Does the student

- recognize the value and significance of the Ukrainian language and culture to his or herself?

**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 the value and significance 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 an 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 recognize the value and significance 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.
- Ukrainian-speaking community resource people

*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.*

**Valuing Bilingualism/Multiculturalism**

*Students will be able to*

**7.1.4** identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Graduate Guest Speaker**

Invite a graduate of the Ukrainian bilingual program to visit the class and discuss with students how maintaining the Ukrainian language and culture has been a positive aspect in his or her life.

**Extension:** Invite prominent Ukrainians to visit the class and discuss how maintaining the Ukrainian language and culture has benefited them in their careers and personal lives.

**Internet Job Search**

Students visit international job websites and explore various jobs available to Ukrainian speakers. For example,

- American Councils for International Education: [www.americancouncils.org](http://www.americancouncils.org)
- Intel: [www.intel.com/jobs/ukraine](http://www.intel.com/jobs/ukraine)
- OverseasJobs.com: [www.overseasjobs.com](http://www.overseasjobs.com)

**Interviewing Other Language Classes**

Arrange for students to visit another second language class, either within the school or outside of the school. Students conduct interviews to identify what other students believe are the benefits of learning another language and being in a language and culture program.

**Valuing Bilingualism/Multiculturalism***Students will be able to***7.1.4** identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context. 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 benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context (see sample blackline master in Appendix E: Observation Checklist).

 **Learning Logs**

Students respond to prompts to write in their Learning Logs. For example,

- 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 identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

- Ukrainian-speaking community resource people

*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.*

**Historical Elements**

*Students will be able to*

**7.2.1** identify major historical elements, events, figures, and developments of the Ukrainian language and culture (e.g., immigration)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Ukrainian-Canadians in Government**

Students research and report on a person of Ukrainian descent who presently plays or has played a major role in Canadian government (e.g., Lawrence Decore, William Hawrylak, Ray Hnatyshyn, Roy Romanow, Gene Zwozdesky).

**Timeline**

After reading the novel *Срібні нитки* together in class, students research Ukrainian immigration and create a timeline of important events and contributions of early immigrants.

**Extension:** Create a timeline about the history of the Cossacks.

**Ukrainian Historical Figures**

Students research important Ukrainian historical figures, authors or musicians and write about their life and accomplishments in the form of an “Oscar Award.”

**Ukrainian Cultural Heritage Village**

Students visit the Ukrainian Cultural Heritage Village outside of Edmonton, Alberta and experience how the first immigrants lived and settled in Alberta. Students may visit a website either prior to the field trip or as a follow-up activity.

**Ukraine’s Independence**

Students view a video highlighting celebrations during the declaration of Ukraine’s independence in 1991, noting symbols, places and people. Students discuss the video and create a collage, using photographs, lettering, pictures, words, and phrases.

**Historical Elements***Students will be able to*

- 7.2.1** identify major historical elements, events, figures and developments of the Ukrainian language and culture (e.g., immigration) *(continued)*

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

Does the student

- identify major 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 identify major historical elements, events, figures, and developments of the Ukrainian language and culture. 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 major historical elements, events, figures, and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

**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 identify major historical elements, events, figures, and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Ukrainian Social Studies: Elements of Ukrainian Heritage in Canada (Grades 4–8)*. Regina, SK: Saskatchewan Education, 1992.

*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.*

**Contemporary Elements**

*Students will be able to*

**7.2.2** identify major contemporary elements, events, figures, and developments of the Ukrainian language and culture (e.g., political figures, dance groups, choirs)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Mock Interviews**

Students prepare a mock interview with a major political figure, director of a dance group, or choir director.

**Extension:** Invite students to prepare interview questions to ask a political figure of Ukrainian descent who is visiting the classroom.

**Dance Groups**

Students identify Ukrainian dance groups that have influence on the Ukrainian community (e.g., Shumka, Volya, Cheremosh, Rusalka, Yevshan).

**Ukrainian Newspapers**

Order a number of yearly subscriptions to Ukrainian newspapers (e.g., the *Ukrainian News*). Students review the papers and cut out articles and advertisements and glue them into a scrapbook under various categories (e.g., art, culture, politics).

**Extension:** Students identify television shows, radio programs, and newspapers that affect the Ukrainian community across Canada (e.g., *Контакт*, *Світогляд*).

**Biographical Sketches**

Students research a number of past or current athletes, sculptors, artists, dancers, and musicians and write a short biographical sketch on one of these people (e.g., Oksana Baiul, Victor Petrenko, William Kurelek, Leo Mol).

**Extension:** Read an excerpt from one of Myrna Kostash's books and a biography of her life. Students view the film *A Tribute to Ihor Bilozir* and do a search about his life and work, or of another contemporary musician of Ukrainian ancestry.

**Community Search**

Working in small groups, students use a number of resources (e.g., telephone books, community directories, and church bulletins) to compile a list of major organizations, schools, choirs, and dance groups that have an influence on the Ukrainian community.

**Extension:** Working in small groups, students study a map of their city or province to identify names of cities or streets that have ties to Ukraine (e.g., Myrnam [Мир нам], Boychuk Drive, Hawrelak Park). Students research the origins of these names. They go on a field trip to see where street names or building names of Ukrainian origin are found.

**Contemporary Elements***Students will be able to*

- 7.2.2** identify major contemporary elements, events, figures, and developments of the Ukrainian language and culture (e.g., political figures, dance groups, choirs)  
*(continued)*

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

Does the student

- identify major contemporary 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 identify major contemporary elements, events, figures, and developments of the Ukrainian language and culture. 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 major contemporary elements, events, figures, and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Confer with students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

 **Learning Log**

Students reflect on their learning and how well they were able to identify major contemporary elements, events, figures, and developments of the Ukrainian language and culture (e.g., political figures, dance, groups, choirs when researching biographies of famous Ukrainians).

**SAMPLE RESOURCES**

- *All of Baba's Children*. Kostash, M. Edmonton, AB: NeWest Press, 1992.
- Selections of contemporary Ukrainian music
- Ukrainian dance videos (e.g., Shumka)
- TV program (e.g., *Контакт* from Toronto)
- Copies of Ukrainian newspapers (e.g., *Український Голос*, *Гомін України*, *Українськ вісті*)
- Internet websites (e.g., <[www.brama.com](http://www.brama.com)>, <[www.infoukes.com](http://www.infoukes.com)>)

*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.*

**Diversity**

*Students will be able to*

**7.2.3** explore diversity of the Ukrainian language and culture in Canada

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Ukrainian Festivals Across Canada**

With assistance from the teacher, students research different Ukrainian festivals held in a variety of locations throughout Canada and create an advertisement or brochure promoting each of these cultural events. For example,

- Vegreville Ukrainian Pysanka Festival
- Saskatoon Vesna Festival
- Canada’s National Ukrainian Festival in Dauphin
- Bloor West Village Ukrainian Festival in Toronto

**Extension:** Working in small groups, students research on the Internet a Ukrainian festival held in Canada, including festival advertisements and programs. They create a poster advertisement or short video clip in Ukrainian promoting the festival.

**Pen Pals**

Students establish pen pal relationships with Ukrainian students in other provinces. As a culminating project, they may videotape a local Ukrainian event (e.g., a Тарас Шевченко concert or play). Students must record an introduction and a conclusion, explaining the event to their pen pal.

**Guest Speakers**

Invite students to listen to a presentation by a guest speaker on the Ukrainian umbrella organizations that coordinate Ukrainian provincial and national organization (e.g., the Ukrainian Canadian Congress [UCC]).

**Extension:** Invite hosts of local Ukrainian radio programs to discuss the diversity of Ukrainian music.

**Diversity of Language**

To show diversity in language, provide opportunities for students to view Ukrainian television programs or videos or listen to Ukrainian radio programs. Also invite a variety of guest speakers to present or read to students. Students share how they think that speech, vocabulary, and pronunciation influence one’s understanding.

**Diversity***Students will be able to***7.2.3** explore diversity of the Ukrainian language and culture in Canada (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore diversity of the Ukrainian language and culture in Canada?

 **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 in Canada. 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 diversity of the Ukrainian language and culture in Canada (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

Confer with students to discuss and provide feedback regarding their skills at identifying diverse elements of the Ukrainian language and culture.

 **Learning Logs**

After each activity, students record personal reflections regarding the diverse elements of the Ukrainian language and culture. Review these entries and provide positive feedback and support where needed.

**SAMPLE RESOURCES**

- Radio programs (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba)
- Copies of advertisements and brochures for Ukrainian festivals, concerts, community events
- Ukrainian-speaking community resource people

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

GRADE

6

Specific Outcome

**Change**

*Students will be able to*

**7.2.4** explore and reflect on change in the Ukrainian language and culture within Canada

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**English Influence on the Ukrainian Language**

Identify and list Ukrainian vocabulary for contemporary objects, food, or technology and note how the words reflect their creation directly from English terms or from other languages. For example,

computer – комп'ютер      jeans – джинси  
pizza – піца      French fries – картопля “фрі”

**Guest Speakers on Preserving Traditions**

Students invite a speaker to talk about why he or she wants to preserve his or her own cultural traditions as well as interacting, learning from and sharing with other cultures. Some special days could be the following:

- Thanksgiving
- Halloween
- Heritage Days

**Extension:** Students interview their parents and discuss the issues brought up by the speaker.

**Change***Students will be able to***7.2.4** explore and reflect on change in the Ukrainian language and culture within Canada (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- explore and reflect on change in the Ukrainian language and culture within Canada?

 **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 within Canada (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.

 **Learning Logs**

Students reflect on the discussion and activities that facilitated student exploration of changes in the Ukrainian language and culture. Using prompts provided by the teacher, students record their learning and insights in their Learning Logs.

 **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 within Canada. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- Sample menus from Ukrainian restaurants
- Magazines and newspapers from Ukraine
- *Ukrainian Social Studies: Elements of Ukrainian Heritage in Canada (Grades 4–8)*. Regina, SK: Saskatchewan Education, 1995.
- Ukrainian-speaking community resource people

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

GRADE

6

Specific  
Outcome

**Positive Group Membership**

*Students will be able to*

**7.3.1** use skills that promote cooperation and mutual respect within the classroom and the school

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Supporting Younger Students**

Students participate in a buddy system with younger students in the school by doing paired reading, writing stories, creating art projects, and playing language games. Older students model a cooperative, respectful, and caring attitude to younger students.

**Extension:** Students produce a puppet show and present it to younger students. Grade 6 students are then paired up with younger students to create a short puppet show or to experiment playing the puppets.

**Brainstorming Positive Sharing**

Invite students to brainstorm a list of positive feelings related to cooperation and mutual respect that they could share with friends and classmates. Using these words and phrases, students design thank-you cards to express appreciation to others.

**Positive Group Work**

Encourage students to interact in a cooperative and respectful way as they work in groups to plan a school-wide celebration (e.g., spring carnival).

**Positive Group Membership***Students will be able to***7.3.1** use skills that promote cooperation and mutual respect within the classroom and the school (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use 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 use 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).

 **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 skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Observation Checklist).

 **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 include:

- Contributions I made to help my partner were \_\_\_\_\_.  
As a result I felt \_\_\_\_\_.
- Something I learned about helping others is \_\_\_\_\_  
because \_\_\_\_\_.

 **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 skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Self-Assessment Checklist).

*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.*

**Appreciating Diversity**

*Students will be able to*

**7.3.2** explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Diverse Cultural Practices**

Students research and identify the practices of different ethnic groups and how this affects diversity in Canada. For example,

- Ukrainian Christmas
- Ramadan
- Chinese New Year
- Dragon Festival
- Hanukkah

**Diversity of Food**

Students research and identify the diversity of foods that we eat in Canada compared to other countries (e.g., Ukraine).

**Diverse Family Roles**

Students research family roles in an ancient or contemporary society or country and create a Venn diagram comparing them to family roles in Canada.

**Extension:** In small groups, students create a comparison chart of how we meet our needs in comparison to citizens of another country.

**Appreciating Diversity***Students will be able to***7.3.2** explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada?

 **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 the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada (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 the significance of diversity 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 the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- Ukrainian-speaking community resource people
- Community newsletters and newspapers with listings of local cultural events

*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.*

**Appreciating Similarity**

*Students will be able to*

**7.3.3** examine the common needs and experiences of people around the world

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Brainstorming Needs**

In small groups, students brainstorm a list of the needs of people from a particular country or culture. They categorize these needs as physical (фізичні потреби), psychological (психологічні потреби), or social (суспільні потреби).

**Governments Around the World**

Students view an informational video about Ukraine and list in a chart how the government helps to meet the needs of its citizens. Students compare this to government in Canada and other countries. Consider things such as health care, education, infrastructure, and law and order.

**Meeting the Needs of New Immigrants**

Students interview recent immigrants from a variety of countries, and classify and compare these countries to Canada on how they meet people's basic needs. This can be established through an ESL class, a school, or a newcomers' organization.

**Appreciating Similarity***Students will be able to***7.3.3** examine the common needs and experiences of people around the world  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- examine the common needs and experiences of people around the world?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to examine the common needs and experiences of people around the world. 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 examine the common needs and experiences of people around the world (see sample blackline master in Appendix E: Observation Checklist).

 **Learning Logs**

Respond to students' Learning Logs to provide positive feedback and support in regards to their reflections on the activity and its significance to them.

**SAMPLE RESOURCES**

- Films and documentaries about life in Ukraine or other countries where Ukrainians reside (e.g., Australia, Brazil, Russia, or Poland)
- Ukrainian-speaking community resource people

*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.*

**Contributing to Community**

*Students will be able to*

**7.3.4** take initiative and provide positive contributions to the school and community

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Community Service Projects**

Students brainstorm a list of community service projects that they can organize. For example,

- visit a senior’s lodge
- donate to the food bank or the Humane Society
- 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
- perform at a heritage festival
- write letters to or visit seniors
- plant a flower garden

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.

First, students brainstorm and record ideas. As the project progresses, students can monitor and adjust their plan. During the project, students take photographs, write reflections, and display them on a bulletin board in the hallway to encourage other classes to engage in a project to serve the community. Upon completion of the project, students reflect on all three stages and make suggestions to improve the process and highlight their successes.

**Contributing to Community***Students will be able to***7.3.4** take initiative and provide positive contributions to the school and community  
*(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- take initiative and provide positive contributions to the school and community?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to take initiative and provide positive contributions to the school and community. 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 take initiative and provide positive contributions to the school and community (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to take initiative and provide positive contributions to the school and community. Offer feedback, encouragement, and praise as needed.

SAMPLE **RESOURCES**

- List of local community service organizations
- *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

6

Specific  
Outcome

**Responsible Citizenship**

*Students will be able to*

**7.4.1** explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Explore and Debate**

In English, students explore and debate the issue of Canadian citizens' internment during the First World War

**Ukrainian Immigration Discussion**

Students discuss the current wave of Ukrainian immigrants and why there is such an out-flux of Ukrainian citizens. In groups, students brainstorm where they can find information about new immigrants (e.g., research on the Internet, consult Ukrainian Social Services, invite a new immigrant to speak to the class).

**Responsible Citizenship***Students will be able to*

- 7.4.1** explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills (*continued*)

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

Does the student

- explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills?

**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 the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills (see sample blackline master in Appendix E: Observation Checklist).

**Conferences**

Confer with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- Internet websites
- Community resource people (e.g., Canadian Ukrainian Social Services)

*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.*

**Interdependence**

*Students will be able to*

**7.4.2** recognize that cooperation is important, and participate in and contribute to group activities effectively

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Focusing on Teamwork**

As students play a game, remove one player from each team at a time. Afterward, students discuss the importance of each member of the team and playing as a team.

**Brainstorming Alone and in Groups**

Students brainstorm an idea individually and then are paired to combine their ideas. They then discuss the relevance of the idiom “two heads are better than one.”

**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. For example,

- Recorder (записувач/ка): той, який пише думки
- Explainer (тлумач/ка): той, який пояснює
- Encourager(підбадьорувач/ка): той, який захоче усіх брати участь
- Summarizer(підсумовувач/ка) : той, який підсумовує
- Timekeeper (лічильник/ця часу): 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** recognize that cooperation is important, and participate in and contribute to group activities effectively (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- recognize that cooperation is important, and participate in and contribute to group activities effectively?

 **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 that cooperation is important, and participate in and contribute to group activities effectively (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**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to recognize that cooperation is important, and participate in and contribute to group activities effectively (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE RESOURCES

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

*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.*

**Intercultural Skills**

*Students will be able to*

**7.4.3** recognize and respect individual differences, and recognize the worth of every individual

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Modelling Forming Groups**

Model using different techniques for forming cooperative learning groups. For example,

- draw names
- give numbers
- by colours
- with cards

Students work in these groups to complete a task assigned.

**Class Discussion**

Students have a class discussion on what to do to recognize and respect individual differences and the worth of every individual. Create a list of options of what they can do. For example,

- take turns to play
- include all in play time
- write compliments to one another

**Classmate Recognition**

On a specified day of each month, students draw the name of a classmate and write five positive phrases that describe that individual.

**Sharing Special Qualities**

Students play a game where the student says his or her name and a special quality he or she has. Each person in the circle must repeat the name and the quality, then add his or her own name and special quality to the list.

**Intercultural Skills***Students will be able to***7.4.3** recognize and respect individual differences, and recognize the worth of every individual (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize and respect individual differences, and recognize the worth of every individual?

 **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 and respect individual differences, and recognize the worth of every individual (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize and respect individual differences, and recognize the worth of every individual. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

*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.*

**Future Opportunities**

*Students will be able to*

**7.4.4** identify own interests, and explore future opportunities for learning and employment

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Career Day**

Students identify different job opportunities that require knowledge of a second language. They invite guest speakers to share the responsibilities of this job. Students create a brief outline of skills and qualifications for a chosen occupation.

**Extension:** Students visit places in which employees speak and/or understand a second language.

**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 future learning. For example, students start each class by noting daily goals for

- future jobs
- using their knowledge of Ukrainian
- future learning of languages

**Brainstorming**

Students brainstorm a list of personal goals a Grade 6 student might have. Record their ideas in Ukrainian on chart paper. Working with a partner, students classify the list of goals as short-term and long-term. They choose one short-term and one long-term goal and write their goal and action plan on a goal-setting sheet. 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 own interests, and explore future opportunities for learning and employment (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify own interests, and explore future opportunities for learning and employment?

 **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 own interests, and explore future opportunities for learning and employment (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 goal.

 **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 own interests, and explore future opportunities for learning and employment. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

**SAMPLE RESOURCES**

- International job websites
- Goal-setting forms or templates
- *Self-Assessment and Goal-Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.