

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 express personal experiences and familiar events using your native language involving learned key Ukrainian vocabulary

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Personal Experiences

Students draw pictures to illustrate personal experiences. Drawings are first shared with a partner, then in the sharing circle. Students should practise how to clarify and ask questions.

Alternatively, have students share and compare, using the five senses. Students share their experiences on a topic based on the five senses.

Extension: Students relate a personal experience during show and tell (e.g., they bring and share photographs from home depicting an experience). They can use П'ять питань (Хто? Що? Де? Коли? Чому?) as a guide in deciding what to share.

Relating to Stories

After listening to a story (e.g., *У зоопарку*), students discuss their own related experiences and draw pictures of their experiences (e.g., a trip to the zoo).

Alternative Activity: After reading the story *Я боюся*, students discuss what they are afraid of, using the pictures from the story as proof.

Book about Me

Students each create a “Book about Me.” They add illustrations or photographs to support the text, then present it to the class and share. For example,

Все про мене

Моє ім'я _____

Моя адреса _____

Мій номер телефону _____

Sentence Starters

During oral group or circle time, students are given sentence starters to complete, based on the theme or topic. For example,

- Моя улюблена іграшка...
- Мої улюблені овочі...
- На сніданок мені подобається їсти...
- У зоопарку моя улюблена тварина...

Express Ideas*Students will be able to***1.1.1** express personal experiences and familiar events *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- express personal experiences and familiar events?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express personal experiences and familiar events. 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 express personal experiences and familiar events (see sample blackline master in Appendix E: Observation Checklist).

 Show and Tell (Покажи й розкажи)**Правила для Покажи й розкажи****Промовець**

- принеси якийсь цікавий предмет чи виріб, що ти зробив/ла
- принеси даний предмет тільки один раз
- підготуй три речі, які ти хочеш сказати
- говори так, щоб кожен міг почути
- передай предмет чи вироблену річ по колу

Слухач

- покажи зацікавлення, слухаючи промовця
- будь уважним/ою
- запитуй питання по темі
- скажи щось гарне
(Thompson 1995)

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.
- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «У зоопарку», с. 23–32.
- *Нова 1: Діялоги і поетор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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 listen to and acknowledge experiences and feelings shared by others

SAMPLE TEACHING AND LEARNING ACTIVITIES**I Like to Eat**

Read the story *Я люблю їсти*. After the story, students listen to and record as a classmate expresses his or her preference of ice cream flavours and other likes or dislikes (e.g., television programs, books, sports, foods). Those preferences are recorded on a tally chart.

Feelings

Use language cards dealing with feelings to develop vocabulary. Students are presented with the picture and say when they have personally felt this emotion. Scribe their responses. Students make a class book on each emotion (e.g., Ми сумні... Я сумна/сумний, коли...). Each student contributes his or her own page.

Extension: Students express feelings, then draw a picture of a situation. They insert a simple sentence (e.g., Я сумна. Students share with classmates).

Sharing information

Students divide into pairs and are asked to share a topic. For example,

- Все про мене: де живу, члени родини, що люблю робити у вільний час, хобі, моя спальня, хата.
- Подобається/Не подобається: книжки, телевізійні програми, пори року, справи, домашні тваринки й т. д.
- Поясни: свою улюблену гру, спорт, де твоя хата, як виглядає твоя спальня.

Set a time limit. The partner listens and must ask a question. When both have completed their turn, the two return to the big circle and make at least one statement from their partner's presentation.

Daily News

Have students share personal ideas or experiences on a daily news chart. For example,

Щоденні новини				
Коли?	Хто?	Що?	Де?	Чому?
 вчора ввечері	 Пані Качка	 впала	 коло хати	 бо пес налякав

Consider Others' Ideas*Students will be able to***1.1.2** listen to and acknowledge experiences and feelings shared by others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- listen to and acknowledge experiences and feelings shared by others?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to and acknowledge experiences and feelings shared by others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Rating Scale

Involve students in monitoring their own listening and responding behaviours. Create a simple, 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 listen to and acknowledge experiences and feelings shared by others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Conferences

Conference with students about their active listening and responding behaviours. Provide positive feedback and coach students to help them develop skills for active listening and appropriate responses. For example,

Ведемо розмову:

- Одна особа говорить, друга слухає.
- Кожна особа має певний час на розмову.
- Кожна особа має дві черги.
- Зійтися у велику групу і представити, що твій партнер говорив.
- Треба пригадати/передати, що говорив твій партнер.
- ЗС—сядь, слухай, слідкуй очима.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 8*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Я люблю їсти», с. 1–14.
- *Тістечка з муштардою. Cookies with Mustard*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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 use a variety of forms to explore and express familiar events, ideas, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Group Poems**

After learning the song *Ide, ide did, did*, students contribute to a group poem by substituting words to create a new poem.

Exploring Ideas, Information and Events

After reading a story or watching a video on a familiar topic, have students explore in a variety of ways the ideas, information, and events portrayed. For example,

- create a diorama
- create puppet shows of familiar tales such as *Колобок*, *Лисичка та журавель*, *Ріпка*.
- use felt boards/magnetic boards to retell the story
- compose a message orally and have the teacher scribe it for them

Поштовий ящик

Encourage students to write notes, postcards, and thank-you notes to send to their classmates. Mailboxes can be created from milk cartons with students' pictures on them.

Published Books

Publish students' writing and illustrations. Students use a repetitive pattern (e.g., *Коли я сам...*, *Коли я сама...*, cultural books, such as alphabet or number books).

Flip Books

Students make flip books with vocabulary and illustrations based on a poem. Later in the year, students write sentences based on a theme. For example,

Галловін
відьма
страхопуд
ласощі
кістяк

Узимку
Я ковзаюся.
Я граю у сніжки.
Я ліплю снігову бабу.
Я будую фортецю.

Experiment with Language*Students will be able to*

- 1.1.3** use a variety of forms to explore and express familiar events, ideas, and information (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use a variety of forms to explore and express familiar events, ideas, and information?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use a variety of forms to explore and express familiar events, ideas, and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-Assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist, and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to use a variety of forms to explore and express familiar events, ideas, and information. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

SAMPLE RESOURCES

- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 10: Зима».
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Лисичка та журавель та інші казки*. Львів: Афіша, 2001.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1992/1998.
- Milk cartons

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 express preferences for a variety of oral, print, visual, and multimedia texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rating Books

As students add the titles of oral literature book experiences to story trees, they rate the books with one, two, or three stars. Every week, students can vote their preference for the following week. Students should also have the opportunity to talk about texts they did not enjoy and why.

My Favourite Text

Have students express their preferences for and celebrate their favourite texts. For example,

- make mobiles, suspending drawn versions of book covers—title, author, illustration of favourite books
- use snow or modelling clay to make models relating to favourite texts
- act out an episode from a story
- create posters promoting their favourite texts
- recite their favourite rhymes, songs, riddles

Have students share the texts and explain why these texts are their favourites. Set up a corner of the classroom where students can place their favourite texts: *Улюблені книжки*.

Guest Readers

A guest reader or storyteller is invited to share his or her favourite text with students. Students ask the guest reader why and how he or she selected a particular text.

Scrapbook of Favourites

Students draw pictures or make collages of their favourite texts. Individual pages can be combined to make a class book of favourites.

Express Preferences*Students will be able to*

- 1.1.4** express preferences for a variety of oral, print, visual, and multimedia texts
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- express preferences for a variety of oral, print, visual, and multimedia texts?

Conferences

Conference with students about their favourite books. Coach students to use Ukrainian when possible to express reasons for their favourites. Note students' clarity in explaining their preferences when discussing or representing favourite books.

Observation Checklist

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

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 1–13*. Білаш О. та ін. Едмонтон: Міністерство освіти Альберти, 1991.
- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- Classroom collection of Ukrainian folk tales and storybooks
- Guest reader or storyteller

General Outcome

1

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

1.1 Discover and Explore

GRADE

1

Specific Outcome

Set Goals

Students will be able to

1.1.5 participate in reading and writing activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

Concept Books

After studying a new concept, students create a class book illustrating the concept (e.g., a class book on autumn includes illustrations and descriptions of activities you see or do in the fall). Students participate in a choral reading of the book.

Adapting a Story

Choose any favourite class verse or story and have students change several words. For example,

Скільки чобітків

Оля купила,

Щоб киця лапки

Не замочила? Students replace the name and animal. (Verse taken from *Веселі задачі*.)

Cross-Age Writing Buddies

Older students work with Grade 1 students to help them compose a variety of texts (e.g., poems, boards, signs, books, riddles). This could be done on the computer through email.

Extension: Students share their writing with others, using scripts but not props or costumes.

Letter Writing

Prepare a form letter and have students fill it in by choosing pictures from magazines or words from a list generated by the class (e.g., a letter to St. Nicholas or a thank-you note to a guest speaker).

Set Goals*Students will be able to***1.1.5** participate in reading and writing activities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– participate in reading and writing activities?

 Portfolios

Encourage students to choose reading and writing work samples to add to their portfolios. Work samples should be dated and show progress over time. Have students include reasons for their choices and goals for their future reading and writing.

 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 participate in reading and writing activities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in reading and writing activities. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- *Коли я сам. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Нова 1: Моя книга до читання й розмальовування 2.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Я одягаюся сам», с. 3–10.
- *Нова 1: Моя книга до читання й розмальовування 7.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Прогулянка восени», с. 16–25.
- *Веселі задачі для дошкільнят.* Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.

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

1

Specific Outcome

Develop Understanding

Students will be able to

1.2.1 connect new experiences and information with prior knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Response

Students discuss what the story reminded them of and how they feel after listening to the story *Я боюся* or *Який я веселий*.

Gallery Walk

Post a series of pictures or objects about a topic of study. After viewing the pictures, students discuss and integrate this new information with their previous knowledge.

Field Trip

Before a field trip, students brainstorm about where they are going and generate a list of questions they would like to have answered. Upon returning, they can check to see if their questions were answered. Model how to categorize, map, and summarize what students learned while connecting it to their previous knowledge.

Picture Splash

Students use pictures to generate ideas before a topic is studied. Encourage students to use their prior knowledge on the subjects depicted in the pictures to generate new ideas.

Develop Understanding*Students will be able to***1.2.1** connect new experiences and information with prior knowledge (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– connect new experiences and information with prior knowledge?

 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 new experiences and information with prior knowledge (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Have students draw pictures and include simple words of their knowledge on a topic prior to reading or study. After the activity, have students connect their new knowledge with their prior knowledge.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect new experiences and information with prior knowledge. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.
- *Нова 1: Моя книга до читання й розмальовування 10.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Як я веселий», с. 15–23.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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

1

Specific Outcome

Explain Opinions

Students will be able to

1.2.2 express new experiences and ideas

SAMPLE TEACHING AND LEARNING ACTIVITIES

Хто великий, а хто малий?

After listening to the story *Хто великий, а хто малий?*, students sculpt, paint, or sketch representations depicting a part of the story.

Picture Splash

Present a collection of pictures related to a text students will be listening to, reading, or viewing. Students examine, discuss, and predict what will happen in the text.

Field Trip Photo Essay

During a field trip, take pictures (digital, if possible) and provide each student with a photo essay. Students then prepare simple captions based on their experiences.

Class Concept Books

Students work together to create class concept books on specific topics (e.g., families, shapes, numbers, colours, or the alphabet).

Listen–Think–Pair–Share

After listening to a story or viewing a video, students think about the new experience, share with a partner, and listen to others. At the end, they combine ideas with others by making pictorial representations to demonstrate their learning.

Explain Opinions*Students will be able to***1.2.2** express new experiences and ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- express new experiences and ideas?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express new experiences and 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 express new experiences and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to express new experiences and ideas. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 12*. Білаш О., Шерман Х. Едмонтон: Міністерство освіти Альберти, 1991, «Ходімо помагати», с. 15–20, «Хто великий, а хто малий?», с. 21–30.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Веснівка. Spring Serenade* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1980.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Найкраще місце в світі. The Most Beautiful Place in the World* (videocassette). Sawycky, M. Jersey City, NJ: Pre-School Music Workshops Ltd., 1988.

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

1

Specific Outcome

Combine Ideas

Students will be able to

1.2.3 group and sort ideas and information to make sense

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Sort

Students work in small groups to sort pictures into categories chosen by the teacher (e.g., transportation: wheels/no wheels, land/air/water or motor/no motor).

Extension: Students sort picture cards according to the initial sounds (e.g., мама, молоко, мавпа).

Sequencing

Students engage in sequencing activities, using pictures or sentence strips to organize familiar texts. They explain their sequencing.

Picture Maps of Story Settings

Students create picture maps of stories that show the general layout of the setting(s) described in the story (e.g., Red Riding Hood's trip through the woods to Grandma's house, the interior of Grandma's house, the three little pigs' neighbourhood).

Yearbook

Throughout the year, students take pictures of special events in school, using a disposable camera. At the end of the year, students can sort and label the pictures to make a personal yearbook.

Sorting Boxes

Using sorting boxes, students group objects (e.g., classroom supplies, toys, and books), and explain how they sorted the objects.

Combine Ideas*Students will be able to***1.2.3** group and sort ideas and information to make sense (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– group and sort ideas and information to make sense?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to group and sort ideas and information to make sense. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with individual students or small groups to discuss ways they are able to group and sort ideas and information to make sense.

SAMPLE RESOURCES

- *Нова 1: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Червона шапочка*. Slavutych, E., Turko, X. (eds.). Edmonton, AB: Alberta Education, 1975.
- *Червона шапочка. Little Red Riding Hood*. Чумак Я. (ред.). Торонто: Українська книжка, 1991.
- *Нова 1: Комплекс матеріалів до навчальних розділів 1–16*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992, «Навчальні розділи 8–16—Загадки».
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993, «Антоніми».
- Disposable camera

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 demonstrate curiosity about ideas and observations to make sense of experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES**Science Discovery Table**

Set up interesting objects for students to investigate through manipulation at a science discovery table.

Guessing Games

Students question a character to discover who or what he or she is. For example,

- Чи ти великий? Ні.
- Чи ти літаєш? Ні.
- Чи ти гавкаєш? Так.
- Ти пес/собака.

Other guessing games:

Що я?

Я літаю, коли вітер віє.

Я не жива.

Я з паперу зроблена.

Що я?

(Я паперовий змії.)

У мене

Я тварина.

Я маю хвіст.

Я не кіт.

Я гавкаю.

Field Trip Inquiry

After a field trip, have students brainstorm a list of things they would like to know more about based on what they saw and experienced that day. List students' ideas in the form of questions.

Work with students to find the answers to these questions.

Extend Understanding*Students will be able to*

- 1.2.4** demonstrate curiosity about ideas and observations to make sense of experiences
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- demonstrate curiosity about ideas and observations to make sense of experiences?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate curiosity about ideas and observations to make sense of experiences. 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 demonstrate curiosity about ideas and observations to make sense of experiences (see sample blackline master in Appendix E: Observation Checklist).

Self-Assessment Rating Scale

Create a simple 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 demonstrate curiosity about ideas and observations to make sense of experiences (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE RESOURCES

- *Нова І: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

General Outcome

2

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

2.1 General
Comprehension
Strategies

GRADE

1

Specific
Outcome

Prior Knowledge

Students will be able to

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Prediction

When looking at the title page of *На фермі*, students guess some words that might be inside (e.g., cow, chicken, egg). They draw what will happen, then share with others.

What I Know

After listening to a factual story (e.g., *Де живуть тварини*), each student tells what she or he knows about the topic.

Bag or Box of Clues

Use artifacts to help students access prior knowledge, recall story details and discuss situations. Students use the ideas generated to make connections to their prior knowledge and experiences and to make predictions about the text.

Gallery Walk

Display a variety of objects on a specific topic and allow students to examine them freely, giving them a tactile and visual understanding of new ideas. As they view and examine, they have the opportunity to integrate new information with what they already know.

Talk-aloud

After a student presentation, allow students time to discuss the information introduced, share their knowledge on the topic and integrate the ideas presented by others. They should be encouraged to ask questions.

KWL Chart

Guide students through a KWL chart, then have them create their own charts, using illustrations. Note students' preconceptions and interests and encourage them to make connections between their prior knowledge and new learning.

Prior Knowledge*Students will be able to*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- make connections among texts, prior knowledge, and personal experiences?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make connections among texts, prior knowledge, and personal experiences. 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 make connections among texts, prior knowledge, and personal experiences (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «На фермі», с. 15–22.
- *Нова 1: Моя книга до читання й розмальовування 9.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Житла тварин», с. 1–21.
- *Велика енциклопедія школяра.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

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 ask basic questions to anticipate meaning, and use strategies to confirm understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

What is It?

Students ask questions to identify the object (related to a theme being studied) in a bag. Questions can be generated beforehand and recorded on a chart for reference. For example,

- Чи це (колір?)
- Чи це живе?
- Чи можна з цим бавитися?

Story Questions

Students look through the pictures in the story *Сніговий дід*. They ask the 5W questions prior to reading the story. For example,

- Хто ці діти?
- Що вони роблять?
- Де вони зліпили снігову бабу?
- Чому снігова баба ожила?
- Як довго діти мали снігову бабу?

Alternative Activity: Viewing only the illustrations from a story, students are encouraged to form predictions, ask questions, and make comments. They then use simple story maps to retell the beginning, middle, and end of a story to which they have listened and discuss the answers to their initial questions.

Alternative Activity: Viewing only the illustrations from a story, students are encouraged to form predictions, ask questions, and make comments. They draw or write the key events on individual leaf motifs, and attach them to a vine to create a story vine. Students can retell the story using the story vine and discuss the answers to their initial questions.

Comprehension Strategies*Students will be able to*

- 2.1.2** ask basic questions to anticipate meaning, and use strategies to confirm understanding (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- ask basic questions to anticipate meaning, and use strategies to confirm understanding?

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask basic questions to anticipate meaning, and use strategies to confirm understanding (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to ask basic questions to anticipate meaning, and use strategies to confirm understanding (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

Portfolios

Work samples (e.g., sketches and story maps) are included in students' portfolios.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 11.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Сніговий дід», с. 1–12.
- *Веселі задачі для дошкільнят.* Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.

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, such as pictures and patterns, to construct and confirm meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Books

Students use picture books to help them construct and anticipate meaning. Simple patterned books with cumulative patterns or recurring events, ABC, or number books and rhyming patterns are effective.

Extension: Use wordless picture books to help students become aware of textual cues. For example,

- colour creates mood and feelings
- the arrangement of objects indicates what is important

Identifying Parts of a Text

Guide students in locating titles, headings, tables of contents, indexes, glossaries, pictures, graphics, and signal words. Guide students in activating prior knowledge and making predictions based on these textual cues.

Extension: Students read today's message and identify the beginning of the sentence by tracing over the uppercase letter with a green marker (Go) and circling the end punctuation with a red marker (Stop).

Singing Songs

Students learn songs with simple words, rhythms, rhymes, and repetition. The lyrics are written on chart paper so that students can follow the print as they sing.

Textual Cues*Students will be able to*

- 2.1.3** use textual cues, such as pictures and patterns, to construct and confirm meaning
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use textual cues, such as pictures and patterns, to construct and confirm meaning?

 Conferences

Conference with students to determine how they used textual cues to show what they thought the book was about or which textual cues they used. Determine whether their predictions and the meaning they constructed were close to the story being read.

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use textual cues, such as pictures and patterns, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Малий Гарбуз», с. 23–44.
- *Логіка.* Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Збірник для дітей.* Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- *Українське дошкілля. Збірник виховних матеріалів для українських родин і дитячих садків.* Чумак Я. (ред.). Торонто: Добра книжка, 1977.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Рідна пісня.* Клымышун, О. Philadelphia, PA: Ukrainian National Women's League of America, 1972.
- *Пори року—дитячі пісні* (audiocassette). Studio Z Productions, 1993.

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 cues, such as initial consonants and syllabication, to construct and confirm meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cueing Systems

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

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

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

Breaking Down Words

Students break down words from their personal word lists (e.g., хата, мама and шафа into sounds as in ха-та, ма-ма, ша-фа). They can also brainstorm for other words (e.g., вдома, нема, маленька). Then they can make sentences.

Syllable Clapping

Students repeat words such as classmates' names and clap out the syllables (e.g., Ма-рій-ка, І-ван, Та-рас).

5P System

Students learn strategies to assist them in constructing and confirming meaning when reading. They learn the 5П system:

- **Пропусти** слово.
- **Перечитай** слово.
- **Подумай**, чи ти чув/чула подібні слова.
- **Чи** ти знаєш подібне слово?
- **Попроси** про допомогу.

Phonological Awareness

To help students develop using words that begin with the same sound, chanting nonsense syllables can be fun. For example,

та	ма	фа	га	па
те	ме	фе	ге	пе
ті	мі	фі	гі	пі

Cueing Systems*Students will be able to*

- 2.1.4** use semantic, morphological, phonological, graphophonic, and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use semantic, morphological, phonological, graphophonic, and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic, and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning. 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 semantic, morphological, phonological, graphophonic, and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use semantic, morphological, phonological, graphophonic, and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- *Нова 1: Діалоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Абетка*. Сіденко О. Київ: Лелека, 2000.
- *Абетка*. Завальська Н. Симферополь: АВДІ, 2000.
- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.

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** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories, and cartoons

SAMPLE TEACHING AND LEARNING ACTIVITIES**Predictable Poems and Books**

Students listen to and join in reciting repetitive text or predictable words from books or poems (e.g., from *Рукавичка*: стук, стук, чи тут живе жук).

Extension: Select poems and books with recurring language patterns, and invite students to read along as these forms and genres are read aloud.

Experiencing Artwork

Students look at the artwork of William Kurelek, Peter Shostak, and Larisa Sembaliuk Cheladyn, Roman Koval, Leo Mol. They observe and discuss the style and technique, then use it in their own pictures made with paints, oil pastels, crayons, or markers.

Listening and Viewing Centres

Set aside a time of day for students to listen to poetry or stories in the classroom listening and viewing centres. After listening to or viewing a story or poem, students record the date, title, and a comment in their Learning Logs.

Extension: Students reread familiar texts with a partner during daily learning centre time.

Experience Various Texts*Students will be able to*

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories, and cartoons (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories, and cartoons?

□ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories, and cartoons (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Рукавичка*. Малкович І. (упор). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.
- *Рукавичка. The Mitten* (CD-ROM). Arseneault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.
- *Рінка*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *Три ведмеді*. Турко К. Едмонтон: Міністерство освіти Альберти, 1977.
- *Flowers of the Bible. International Touring Art Exposition* (paperback). Sembaliuk Cheladyn, L. (artist). Edmonton, AB: Flowers of the Bible Society, 1999.
- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Веснівка. Spring Serenade* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1980.
- *Улюблені вірші. Популярні дитячі вірші українських поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.

General Outcome

2

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

2.2 Respond to Texts

GRADE

1

Specific Outcome

Connect Self, Texts and Culture

Students will be able to

2.2.2 share personal experiences related to oral, print, visual, and multimedia texts, and talk about the actions of people involving key Ukrainian words

SAMPLE TEACHING AND LEARNING ACTIVITIES

Illustrated Response

Students draw pictures about events in their lives that they are reminded of when they experience a story (e.g., *Друзі*). They label parts of the picture.

Dialogue Dramatization

Have students bring items to class that relate directly to the dialogue being dramatized.

Personal Journals

Initially, students can illustrate and label their experiences in relationship to the text or the teacher can be the scribe.

Family Interviews

After reading a text, students interview family members and ask for their input (e.g., after reading *Коли я сама*, students ask family members what they like to do when they are alone). Or, after reading *Тістечка з муштардою*, students ask people what is their favourite food.

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

- 2.2.2** share personal experiences related to oral, print, visual, and multimedia texts; and talk about the actions of people (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- share personal experiences related to oral, print, visual, and multimedia texts, and talk about the actions of people?

 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 personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students choose completed samples that show how they have made connections between personal experiences and texts read or viewed in class. All samples should be dated and placed in students' portfolios.

SAMPLE RESOURCES

- *Друзі. Friends.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Нова 1: Комплекс матеріалів до навчальних розділів 1–16.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992, «Реквізит до діалогу».
- *Нова 1: Настільні ігри.* Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Тістечка з муштардою. Cookies with Mustard.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сам. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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 share feelings and moods evoked by oral, print, visual, and multimedia texts involving key Ukrainian words and phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Illustrated Responses**

Have students respond, in their journals, to the feelings and moods in the song *Люблю співати*. They illustrate and label *Я веселий/ла*.

Extension: Students sketch their feelings and interpretations of a text and share with a partner.

Sentence Starter Responses

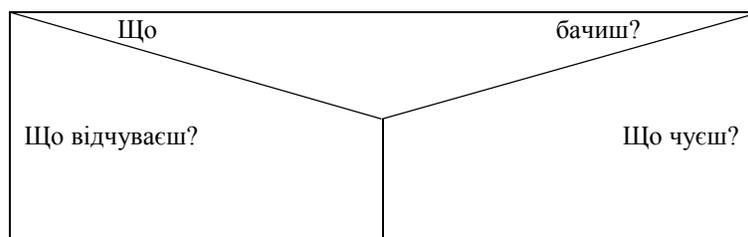
After listening to a song, students respond to sentence starters. For example,

- Коли звучала пісня, я відчув/відчула _____.
- Від цієї пісні мені було _____, тому що _____.
- Мені подобається коли співак/співачка _____.

Extension: After listening to the song “Погана відьма,” students identify their feelings.

Scary Things

Students illustrate and label scary things on Halloween after reading the story *Загублена мітла* (e.g., *Це страшно. Я боюся*). After listening to a song or poem, students can do a class Y-chart. For example,

**Reviewing Feeling and Mood Words**

Review pictures depicting various moods (e.g., *веселий, сумний, сердитий*). Students prepare a chart with words and pictures identifying moods or feelings.

Appreciate the Artistry of Texts*Students will be able to***2.2.3** share feelings and moods evoked by oral, print, visual, and multimedia texts
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- share feelings and moods evoked by oral, print, visual, and multimedia texts?

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to share feelings and moods evoked by oral, print, visual, and multimedia texts when they respond to the song “Люблю співати.” 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 share feelings and moods evoked by oral, print, visual, and multimedia texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Снівучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989, «Люблю співати», «Погана відьма».
- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Загублена Мітла», с. 3–22.

General Outcome

2

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

2.3 Understand Forms and Techniques

GRADE

1

Specific Outcome

Forms and Genres

Students will be able to

2.3.1 recognize different oral, literary, and media forms and texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fiction or Nonfiction?

After listening to a story (e.g., *Пурпурова планета*), students identify whether it is fiction or non-fiction in English.

Reading Log

Students participate in a home reading program. Parents are invited to complete a Reading Log with their child. These can be reviewed during student-led conferences and parent visits to the classroom.

Guess the Genre

Read a text aloud and have students guess the genre (e.g., mystery, adventure, fantasy) in English and explain their reasons for choosing that genre.

Oral Text Brainstorming

Students brainstorm all the different types of oral texts they can think of (e.g., songs, poetry, storytelling, jokes and riddles, radio programs, conversations, plays). Have students think of examples for each type that they have experienced and set goals for experiencing any new types.

Forms and Genres*Students will be able to***2.3.1** recognize different oral, literary, and media forms and texts (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize different oral, literary, and media forms and texts?

 Observation Checklist

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

 Self-Assessment Checklist and Goal-Setting

Create a simple 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 different oral, literary, and media forms and texts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

SAMPLE RESOURCES

- *Пурпурова планета. The Purple Planet.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Осінь. Соня й Олександр.* Wedmedyk-Kapustyans'ka, V. Akron, OH: AlexSon Publishing, 1987.
- Reading Logs for home reading program

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

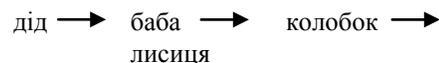
2.3.2 visually represent the beginning, middle, and end of oral, print, visual, and multimedia texts, and identify characters

SAMPLE TEACHING AND LEARNING ACTIVITIES**Poem Tableau**

Following the events of a poem (e.g., *Золоте яєчко*), students create a tableau to retell the beginning of the story. They continue creating the tableau with events from the middle and end of the story.

Character Picture Maps

Students create their own picture maps that describe the characters and the events in which the characters were involved. For example,

Колобок**Character Illustrations**

Students draw pictures to illustrate the character in the story *Рукавичка*. For example,

Спочатку	Потім	Наприкінці
мав рукавичку	не мав рукавички	знову мав рукавичку

Story Triads

Students prepare story triads, using a sheet of paper folded in three panels. They draw pictures and write sentences or labels depicting the beginning, middle, and end of the story.

Extension: Students prepare a picture sequence of a familiar story.

Creating Story Representations

After reading and discussing a story, have students create representations of the story. For example,

- dramatize a role-play based on the story
- make viewers out of boxes and prepare a story sequence in filmstrip form

Encourage students to think about the different characters in the story and how they should be represented.

Story Vine

Students draw a series of three to six pictures about a story. They retell the story based on the pictures using key Ukrainian words.

Techniques and Elements*Students will be able to*

- 2.3.2** represent the beginning, middle, and end of oral, print, visual, and multimedia texts, and identify characters (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- represent the beginning, middle, and end of oral, print, visual, and multimedia texts, and identify characters?

 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 represent the beginning, middle, and end of oral, print, visual, and multimedia texts; and identify characters (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 represent the beginning, middle, and end of oral, print, visual, and multimedia texts; and identify characters. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- *Колобок*. Коваль, О. Київ: Альтернативи, 1997.
- A collection of Ukrainian folk tales

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

2.3 Understand Forms and Techniques

Vocabulary

Students will be able to

2.3.3 experiment with parts of words, word combinations, and word patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Letter Cards**

Using individual letter cards, students combine letters to spell colour words (e.g., *зелене, жовте*).

Sound Finders

Students become sound finders, looking through favourite stories or rhymes for words that begin or end with certain letters or letter combinations (e.g., *до—дідо, добраніч, досить*).

Learning Centres

Encourage students to engage in a variety of word play and word study activities in the writing centre. Have students build or copy favourite words or phrases in a variety of ways. Place a variety of manipulatives in the writing centre (e.g., sponge letters, magnetic letters, sand paper, tactile letters, letter cards, cereal or macaroni letters). The centre should also include a variety of paper types and sizes, and a variety of writing materials (e.g., felt pens, crayons, pencils, letter stamps, slate boards, chalk, markers, whiteboards). Change or add to the materials by including finger paint, sand, salt, alphabet pasta and modelling clay. Post students' work for others to read.

Focus on Syllables

Students experiment with using nonsense syllables orally (e.g., *мо, то, фо, со, ло, ме, ге, се, бе, те*). They then create their own simple sentences or verses, using repetitive syllables. This can be done as a class activity.

Vocabulary*Students will be able to***2.3.3** experiment with parts of words, word combinations, and word patterns (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- experiment with parts of words, word combinations, and word patterns?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experiment with parts of words, word combinations and word patterns. 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 experiment with parts of words, word combinations and word patterns (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Буквар. Читайлик. Посібник із навчання правильного читання для дітей старшого дошкільного та молодшого шкільного віку*. Федієнко В. В. Київ—Харків: Школа, 2002.
- *Абетка*. Сіденко О. Київ: Лелека, 2000.
- Ukrainian alphabet colouring books

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

2.3 Understand Forms and Techniques

Experiment with Language

Students will be able to

2.3.4 appreciate repetition, rhyme, and rhythm in shared language experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rhyming Songs

After singing a short, rhyming song, students make up actions to go along with the song (e.g., *Nova 1 Час уставати*).

Shared Pattern Stories

While students listen to stories, they chime in with repeated patterns (e.g., *Данило Динозавр*).

Rhyming Words

Students practise rhyming words after reading a story such as *Мушка мотрушка*. For example,

- мушка
- мотрушка
- вушка
- грушка
- пушка
- подушка

Producing rhymes is possible if students use words such as *мама, тата, сама, фама, дама* (to experience the sounds) or use nonsense words.

Word Rhythm

When learning new vocabulary from a theme, students clap out the rhythm of the words. Once students are familiar with the new vocabulary, they guess a word by its rhythm.

Experiment with Language*Students will be able to***2.3.4** appreciate repetition, rhyme, and rhythm in shared language experiences
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- appreciate repetition, rhyme, and rhythm in shared language experiences?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to appreciate repetition, rhyme and rhythm in shared language experiences. 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 appreciate repetition, rhyme and rhythm in shared language experiences (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Співанки-руханки* (компакт-диск). Едмонтон: Методичний кабінет української мови, 1998.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Нова 1: Комплекс матеріалів до навчальних розділів 1–16*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Мушка мотрушка*. Горіх-Цмоць Б. Toronto, ON: Harmony Printing Ltd., 1979.
- *Світанок. Ukrainian Songbook for Children*. Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.

General Outcome

2

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

2.3 Understand Forms and Techniques

GRADE

1

Specific Outcome

Create Original Texts

Students will be able to

2.3.5 create oral and media texts to communicate and demonstrate understanding of modelled forms

SAMPLE TEACHING AND LEARNING ACTIVITIES

Notes to Home

Students create notes to their parents (e.g., for Mother’s Day or Father’s Day).

Modifying Songs or Stories

Students change key words in a song to create original songs (e.g., *Що будемо їсти?*). They draw a new ending to a familiar story.

Extension: Students use wordless picture books as a guide for creating oral or written texts.

Invitations

Students make birthday invitations after reading *День народження*.

Skits and Mini-plays

Working in small groups, students respond to texts they have listened to, read, or viewed by creating a skit or mini-play, recounting their favourite parts.

Extension: Students create a dramatic piece, using puppets.

Create Original Texts*Students will be able to***2.3.5** create oral and media texts to communicate and demonstrate understanding of modelled forms (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- create oral and media texts to communicate and demonstrate understanding of modelled forms?

 Self-Assessment Checklist

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Teachers use the checklist to determine whether they are able to create oral and media texts to communicate and demonstrate understanding of modelled forms (see sample blackline master in Appendix E: Self-Assessment Checklist).

Я написав/ла _____	так ні
Я малював/ла малюнки	так ні
Це моя найкраща робота	так ні

SAMPLE RESOURCES

- *Нова 1: Співанки-руханки* (компакт-диск). Едмонтон: Методичний кабінет української мови, 1998, ч. 27 «Що будемо їсти?».
- *День народження. Birthday*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Puppets
- Costumes for a classroom drama centre

General Outcome

3

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

3.1 Plan and Focus

GRADE

1

Specific Outcome

Personal Knowledge and Experience

Students will be able to

3.1.1 contribute personal knowledge and experience of a topic to gather information

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Students contribute to a discussion by brainstorming. Record the ideas on a KWL chart that is posted in the classroom.

Daily News Chart

Students share personal ideas and experiences for a class daily news chart. For example,

Коли?	Хто?	Що?	Де?	Чому?

Sharing Circle

Students share personal experiences and knowledge of a topic during a sharing circle activity. During the sharing circle, students must take turns and listen actively to others.

Family Booklets

After discussing families, students create personalized family booklets entitled “Моя родина.”

Personal Knowledge and Experience*Students will be able to*

- 3.1.1** contribute personal knowledge and experience of a topic to gather information
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- contribute personal knowledge and experience of a topic to gather information?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to contribute personal knowledge and experience of a topic to gather information. 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 contribute personal knowledge and experience of a topic to gather information (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

General Outcome

3

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

3.1 Plan and Focus

GRADE

1

Specific Outcome

Ask Questions

Students will be able to

3.1.2 ask basic questions to satisfy personal curiosity and information needs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Artifacts Q and A

Students bring in objects of personal interest to share with the class. Discuss the artifacts, then encourage students to ask questions that stem from the artifacts and express any ideas they have about the artifacts.

Interviewing Classmates

Have students think of a list of questions that they would like to ask other students in the class on a topic of their choice. Have them ask the questions and report their findings to the rest of the class by creating a simple booklet.

Dialogue

After learning the *Nova 1* dialogue *Петро купує рибку*, students survey the class to answer questions (e.g., Чи ти маєш домашню тваринку? Якщо так, чи це кіця, пес, риба, пташка, хом'як і т.д.)?

Ask Questions*Students will be able to***3.1.2** ask basic questions to satisfy personal curiosity and information needs (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- ask basic questions to satisfy personal curiosity and 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 ask basic questions to satisfy personal curiosity and information needs (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask basic questions to satisfy personal curiosity and information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 16: Петро купує рибку».
- *Голодна мишка-шкряботушка*. Білаш О. Едмонтон: Лисичка-сестричка, 1987.

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 ask and answer basic questions to satisfy group curiosity and information needs

SAMPLE TEACHING AND LEARNING ACTIVITIES**Favourite Hobbies**

Students survey the class to identify their favourite school activities. For example,

- Я співаю
- малюю
- читаю

Survey for Cooking

After reading *Голодна мишка–шкряботушка*, students survey the class to find out which fruits the class prefers to make fruit kebabs. They ask questions, such as “Чи ти любиш банани, яблука, виноград, помаранчі, ківі?” The class graphs the responses and determines how much of each fruit is needed to make enough kebabs for everyone in the class.

Mystery Box

Place an item related to a topic or theme under study in a mystery box. Students guess what is in the bag by playing 20 Questions. Model how to ask categorical questions. For example,

- розмір (Чи це більше від олівця?)/size (Is it bigger than a pencil?)
- форма/shape?
- колір (жовтий, зелений?)/colour (yellow, green?)
- категорія?/category?
- де вживається?/use or function?
- де знаходиться?/location?

The Five Ws

Print the five questions on index cards and place them in a question box. After discussing a topic, students take turns drawing cards out of the box and responding to them.

Participate in Group Inquiry*Students will be able to*

- 3.1.3** ask and answer basic questions to satisfy group curiosity and information needs
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student

- ask and answer basic questions to satisfy group curiosity and 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 ask and answer basic questions to satisfy group curiosity and information needs (see sample blackline master in Appendix E: Observation Checklist).

 Self-Assessment Checklist

Добрі питання	
Ім'я: _____	Дата: _____
Тема. Дія _____	
1. Я ставив/ла добрі питання.	так ні
2. Я добре відповідав/ла на питання..	так ні
3. Моїм найкращим питанням було: _____	

Question 3 can be answered during a conference in which the teacher can scribe the response.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 6.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Це моя родина», с. 9–16.
- *Нова 1: Настільні ігри.* Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Моя родина. My Family.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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 listen actively and follow directions for gathering information

SAMPLE TEACHING AND LEARNING ACTIVITIES**Conducting Research**

Students use an organizational framework to help them focus on the tasks they are asked to do. With teacher guidance, they use guiding questions at the beginning of their task to direct their research. Help them develop a plan for selecting and gathering information when they ask questions by having a picture poster with picture cues to help guide questions. For example,

- Що я маю зробити?
- Що я шукаю?
- Як це буде виглядати, якщо я зроблю добру роботу?
- Що мені треба дізнатися, щоб виконати моє завдання?

As a second step, students use sources to actively read, view, or listen to the information. Before the assignment is completed, encourage students to stop and reflect over the process.

Library Time

Students want to learn more about a topic after reading a story (e.g., *Казка про маму-кенгуру*). During library time, show students how to find appropriate books and other resources with some information about the topic and how to check out books and use the other resources.

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

Does the student

- listen actively and follow directions for gathering information?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen actively and follow directions for gathering information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 11*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Казка про маму-кенгуру», с. 13–22.
- *Нова 1: Співанки-руханки* (збірка). Едмонтон: Методичний кабінет української мови, 1991, «Очі, вуха, ніс і рот», с. 8.
- *Нова 1: Співанки-руханки* (комплект касет/компакт-диск). Едмонтон: Методичний кабінет української мови, 1992/1998, «Очі, вуха, ніс і рот».
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001, «Вірш про кенгуру», с. 26.

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

Identify Personal and Peer Knowledge

Students will be able to

3.2.1 identify and share basic personal knowledge related to experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES**Think–Pair–Share**

After experiencing the *Nova 1* dialogue *Великдень* and the echo-acting routine *Великодній кошук*, students use the think–pair–share strategy. They think about and share with a partner their personal experiences related to Easter traditions. Following partner sharing, several pairs may share their partner’s experiences with the whole class.

Five Senses Sharing

Students share and compare, using the five senses. Construct a chart to record students’ feelings and experiences. Students can make comparisons.

Sharing Circle

Students draw and discuss personal experiences. These can be shared with a partner or during a sharing circle.

My Treasure Box

Students decorate a shoe box and place inside it things from home that are special to them. They can also bring in objects related to a topic.

Alternative Activity: Students decorate a special box (shoe box) and label it *Мої скарби*. They take turns taking the box home to place in it things that are special about themselves. Students return the box and share the contents with their classmates.

Photo Feature

Students bring favourite photographs from home and arrange them to tell a story. They pair up with other students and share.

Extension: Students bring in photographs from home depicting Christmas or Easter celebrations or other topics (e.g., my house, my family, our vacation).

Identify Personal and Peer Knowledge*Students will be able to***3.2.1** identify and share basic personal knowledge related to experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify and share basic personal knowledge related to experiences?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and share basic personal knowledge related to experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and share basic personal knowledge related to experiences. Offer feedback, encouragement and praise as needed.

 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 share basic personal knowledge related to experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 13: Великдень», «Повтор-імітація 7: Свята вечеря».
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.

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 seek information from a variety of sources

SAMPLE TEACHING AND LEARNING ACTIVITIES**Interviews**

Have students seek information by interviewing various people and understanding that people are sources of information. For example,

- interview students in another Ukrainian class
- interview school workers about the job they do in the school

Word Wall

Students use the word wall, magazines, dictionaries, and books to help with drawing and writing.

Listing Sources Used

When doing a theme review with students, note the various sources used (e.g., books, videos, audiotapes, songs, poems, websites).

Where to Find Information

Students together with the teacher brainstorm a list of resources where information can be found. Record information on a reference chart as found below. Post the chart in the classroom. Teacher helps students to translate their words.

Де шукати		
Дивимося	Слухаємо	Читаємо
		
<ul style="list-style-type: none"> – відео – телепрограми – речі навколо – знімки – компакт-диски – комп'ютер 	<ul style="list-style-type: none"> – касети – людей – радіо – звуки – компакт-диск – читачів – комп'ютер 	<ul style="list-style-type: none"> – книжки – журнали – газети – афіші – знаки – карти – діаграми

Identify Sources*Students will be able to***3.2.2** seek information from a variety of sources (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- seek information from a variety of sources?

 Observation Checklist

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

 Learning Logs

Have students list and draw pictures of where they found information during a research activity.

 Anecdotal Notes

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

SAMPLE RESOURCES

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukrainian Teacher's Association of Canada, 1975.
- *Мово рідна, слово рідне!* Чумак Я. І. (ред.). Торонто: Українська книжка, 1986.
- *Мій найкращий словник. Best Word Book Ever*. Scarry, R., Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications, 1992.
- Ukrainian children's magazines (e.g., *Малятко* [published in Kyiv])
- Community posters of special events
- Ukrainian newspapers

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

1

Specific Outcome

Evaluate Sources

Students will be able to

3.2.3 recognize when information answers the questions asked

SAMPLE TEACHING AND LEARNING ACTIVITIES

Surveys

Students prepare simple questions for a survey on a topic or theme under study. They survey classmates. With teacher guidance, students review results and present them, using pictorial or bar graphs. Discuss the graphs with students to determine whether the questions were answered.

What's in the Bag?

Invite students throughout the year to play the game "What's in the bag?" Students take turns asking questions to find out what is in the bag. When students answer correctly, produce the object.

Evaluate Sources*Students will be able to***3.2.3** recognize when information answers the questions asked (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize when information answers the questions asked with teacher's guidance?

 Self-Assessment Checklist

Have students reflect on how they determined whether information was relevant and could be discarded or saved.

Перевірка	
Ім'я: _____	Дата: _____
Тема: _____	
1. Моє питання _____	
2. Моя відповідь _____	
3. Чи я добре відповів/ла на питання?	так ні
4. Чи в мене досить інформації?	так ні
5. Треба ще _____	

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize when information answers the questions asked. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 6.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Моя книга до читання й розмальовування 11.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Access Information

Students will be able to

3.2.4 understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Looking for Key Words

Using the overhead projector and several coloured markers, model how to locate key words for relevant facts. Different coloured highlighters may be used to highlight various categories of information. This is repeated until students demonstrate a readiness to work more independently.

Extension: Working in small groups, students read text to locate and highlight key words that may answer their inquiry questions.

Map of the Library

Take students to the library to explain different sections, especially the section where the Ukrainian books are found. When they return to class, students create a map of the library to serve as a reference all year. This map can also be located in the library. Sections of the library may be labelled in Ukrainian (e.g., географія, історія).

Extension: An older class is asked to give a tour of the library and explain how they use it.

Orienteering

Label and number items in the library. Students are given a map and list and must locate 10 items in the library. Alternatively, call out the item and students can mark it on their maps.

Access Information*Students will be able to*

- 3.2.4** understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning?

 Conferences

Conference with students about the maps they created. Discuss what cues they used in the library to help them create their maps. Have conferences during works in progress to coach students in using a variety of information sources.

 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 understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Ukrainian labels and numbers for the Теренова гра activity

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

1

Specific Outcome

Make Sense of Information

Students will be able to

3.2.5 make and check predictions, using prior knowledge and oral, visual, and print text features to understand information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Stop and Predict

Stop in the middle of a story or video and have students predict what could occur next.

Predicting from the Book Cover

Students look at the title and cover page of a book, and then illustrate and label their prediction of what the story is about. They then look through the book illustrations and confirm or add pictures or labels. Finally, after hearing the story, students do a final analysis. They can then share their predictions with partners.

Four Squares

Students each fold a piece of paper into four squares. Read the text and stop at four key points. Students predict what will happen next, using words and sketches in the appropriate squares.

Make Sense of Information*Students will be able to***3.2.5** make and check predictions, using prior knowledge and oral, visual, and print text features to understand information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- make and check predictions, using prior knowledge and oral, visual, and print text features to understand information?

 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 make and check predictions, using prior knowledge and oral, visual and print text features to understand information. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal Setting).

 Conferences

Conference about predictions students made. Coach students on refining their predictions by using visual and print cues.

SAMPLE RESOURCES

- *У мітку Квітку* (videocassette). Toronto, ON: Kvitka Productions, 1975–1989, «Черпахи».

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

3.3 Organize,
Record, and
Assess

Organize Information

Students will be able to

3.3.1 identify and categorize information according to similarities, differences, and sequences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graphic Organizers

Students complete a class T-chart or Venn diagram (written by the teachers) showing similarities and differences of objects, animals, holidays, or cultures (e.g., лисичка і журавель).

Arranging Pictures in Sequence

Students arrange pictures in sequential order (e.g., *Nova* dialogues).

Students sequence sentence strips to create a story (e.g., students sequence the dialogue text in every dialogue done in Grade 1).

Добра вістка/Не добра вістка (Good News/Bad News)

Students look at situations and find both the good and bad. They can do these orally. They then prepare individual sheets that can be put into a class book.

4 Squares

After discussing a sequence activity, students are each given a sheet that is divided into four squares. They label and illustrate their squares 1st, 2nd, 3rd, and 4th. Students then present their sequence to partners by demonstrating the action (e.g., Як чистити зуби? Як варити макарони? Як мити руки? Як приготувлятися до школи)?

Ordering and Comparing Comics

Students are divided into groups and given different Ukrainian comic strips that have been cut into sections. They must order the comic strips correctly and then relate the story orally. The class can then discuss how the comics were similar or different.

Organize Information*Students will be able to*

- 3.3.1** identify and categorize information according to similarities, differences, and sequences (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student

- identify and categorize information according to similarities, differences, and sequences?

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 categorize information according to similarities, differences and sequences (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 identify and categorize information according to similarities, differences and sequences (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

Conferences

Conference with students as they group and categorize information. Have students explain their T-charts or Venn diagrams together with the teacher.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 8*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «На фармі», с. 15–22.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 7: Святий вечір», «Діялог 13: Великдень».
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Методичні вказівки: Картки з реченнями», с. 1.
- *Лисичка та журавель*. Київ: Альтернатива, 1997.
- Graphic organizers (e.g., T-chart or Venn diagram [see sample blackline masters in Appendix D])

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

3.3 Organize, Record, and Assess

Record Information

Students will be able to

3.3.2 represent and express key facts and ideas in visual form or with words with teacher's support

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pictures with Information Sheets

Students draw labelled pictures representing key facts and ideas about their inquiry or research topic. They complete information sheets to explain their drawings. For example,

Мій малюнок	
Ім'я: _____	Дата: _____
Ось _____. Прошу, зверніть увагу на:	
1. _____	_____
2. _____	_____
3. _____	_____

Caterpillars

After reading *Гусениця*, students represent their ideas by drawing or cutting out pictures and placing them in the appropriate word boxes (e.g., a student finds a picture of a leaf and places it in the box marked, “What do caterpillars eat?” Also, students can show the life cycle of a caterpillar, using pictures and some key words.).

Fact Frieze

Students do a fact frieze where they draw and label pictures to present important facts. These are displayed as a frieze (e.g., пори року).

Record Information*Students will be able to***3.3.2** represent and express key facts and ideas in visual form or with words (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- represent and express key facts and ideas in visual form or with words?

 Conferences

Conference with students about their labelled pictures to see if they were able to represent and express key facts and ideas in their own words and pictures.

SAMPLE RESOURCES

- *Гусениця. The Caterpillar.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Graphic organizers (e.g., webs [see sample blackline masters in Appendix D])

General Outcome

3

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

3.3 Organize, Record, and Assess

GRADE

1

Specific Outcome

Evaluate Information

Students will be able to

3.3.3 use gathered information as a basis for communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reflection and Sharing

Students summarize and represent interesting information they have heard, read or viewed for sharing with their classmates. Provide a variety of journal prompts to encourage students to reflect upon and share information (e.g., after listening to *Зеня-Зубка*, students illustrate and discuss what they learned about healthy teeth).

My Observations

After a neighbourhood walk, students record in pictures and words what they saw, heard and smelled. They then share these observations with classmates. Students may fill in a T-chart about their experiences with teacher's support. For example,

Я чув/чула	Я бачив/бачила
------------	----------------

Did You Know?

Students prepare an audio or video recording presenting information on a concept that they learned or prepare a class booklet with illustrations and labels.

This Week at School

In a journal, students record something they learned in school. This can be shared with parents every week.

Evaluate Information*Students will be able to***3.3.3** use gathered information as a basis for communication (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use gathered information as a basis for 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 gathered information as a basis for communication (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 gathered information as a basis for communication. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 11*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Зеня-Зубка», с. 23–32.

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 recall, share, and record information-gathering experiences in visual or text form

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fire Safety Week

During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print. Give students a map of the school to draw escape routes. They can also prepare escape routes for their home with their family. Students present their routes, using terms such as треба йти... прямо, криво, наліво/ліворуч, направо/праворуч, вгору, вниз.

Sharing Circle

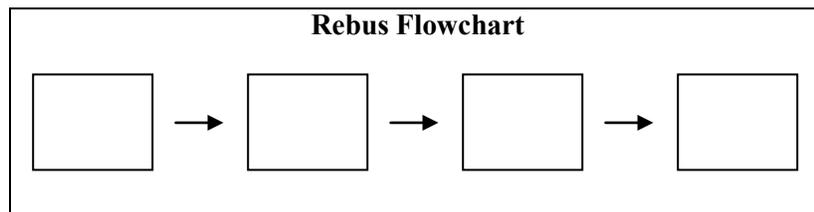
After doing an activity, students share in a circle what they experienced in the process (e.g., Мені було тяжко... Мені було легко... Я навчився/навчилася...).

Changing Families

Students listen to a book (e.g., *Велика таємниця*). They then draw before and after pictures to show how families change.

Rebus Flowchart

After completing a project or presentation (e.g., a diorama, an interview, or a graph), students each create a rebus flowchart representing the steps taken in making the final product. For example,



Picture Show

While studying a theme or unit, take pictures of various activities in which students participate to show the development of the concepts (e.g., after studying “Осінь,” the pictures show: Ми читали книжки у класі. Ми ходили на прогулянку. Ми збирали листя. Ми вирізували малюнки. Ми читали книжки з бібліотеки. Ми робили експеримент з листям. Ми малювали дерева. Ми святкували _____. Ми співали пісні. Ми читали вірш.). This will also assist in modelling past tense.

Develop New Understanding*Students will be able to***3.3.4** recall, share, and record information-gathering experiences in visual or text form
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– recall, share, and record information-gathering experiences in visual or text form?

 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 recall, share, and record information-gathering experiences in visual or text form (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 Conferences

Conference with students about their personal contributions to the group. Provide support and coach students to help them gain confidence in sharing their knowledge and experiences.

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recall, share and record information-gathering experiences in visual or text form (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Велика таємниця. The Big Secret.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Книжка до читання і малювання від ведмедика Безпеки.* Saskatoon, SK: Saskatchewan Teachers of Ukrainian, Saskatchewan Learning, 2002.

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

1

Specific Outcome

Generate Ideas

Students will be able to

4.1.1 contribute ideas from personal experiences for oral, print, and visual text to be used in learning new vocabulary

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listen, Draw, and Share

After listening to a story (e.g., *Томчик*), students draw to illustrate “Мені сумно, коли...”. Students then share their illustrations during a sharing circle and work together to create a class display, using their illustrations.

Colour Planet Books

Students cut and paste objects of a specific colour to make their own books about a “planet with only one colour,” modelled after *Пурпурова планета*.

Language Experience Bulletin Board

Create a language experience bulletin board, using visuals and text. Students are each given four 10 cm x 14 cm pieces of paper and a theme (e.g., Різдво or Галловін). They illustrate four different personal thoughts or ideas. As they compile each picture, they present it to the teacher. Label their pictures using a word, phrase or sentence. The pictures are then posted. At the end, present any vocabulary or concepts that are missing.

Generate Ideas*Students will be able to*

- 4.1.1** contribute ideas from personal experiences for oral, print, and visual texts
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- contribute ideas from personal experiences for oral, print, and visual texts?

Self-Assessment Checklist

With the teacher, students complete a self-assessment checklist to show how they shared ideas. For example,

Ділимося думками		
Ім'я:	_____	Дата: _____
1.	Я ділився/ділилася думками.	
	☺ ☹ ☹	
2.	Я слухав/слухала інших.	
	☺ ☹ ☹	
3.	Я чув/чула нові думки.	
	☺ ☹ ☹	
4.	Я довідався/довідалася...	

Initially, these sentences can be read aloud while students complete the sheets on their own. The lines for #4 can also be eliminated initially so that when students cannot scribe, they can at least represent their own ideas, thoughts, and concepts through illustrations. The lines can be put in later so that students can write their response.

SAMPLE RESOURCES

- *Томчик*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Пурпурова планета. The Purple Planet*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Нова 1: Моя книга до читання й розмальовування 9*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Зимовий спорт», с. 23–32.
- Four 10 cm x 14 cm pieces of paper per student

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

Choose Forms

Students will be able to

4.1.2 share ideas and experiences, using simple text forms

SAMPLE TEACHING AND LEARNING ACTIVITIES**Rebus Poem Sentence Pattern**

After discussing spring and learning the rebus poem *Колір трави*, students complete sentence patterns. For example,

- Навесні сонце _____ (тепле, зимне).
- Трава _____ (зеленіє, жовтіє).

Flip Books

Students make simple flip books, using words and illustrations. For example,

Жаба	скаче
------	-------

Школярі	у школі
---------	---------

Photo Timelines

Students use photographs (e.g., *Пори року*). They take pictures of the same object throughout each season. While studying *Все про мене*, students create a timeline, using photographs of themselves.

Nova Dialogues

Students put on a puppet play of a story or the *Nova* dialogues or role-play *Nova* dialogues.

Daily Poem

Take a moment each day to read to students a poem based on the theme or concept being developed. Students draw three ideas, then share their ideas with partners.

Choose Forms*Students will be able to***4.1.2** share ideas and experiences, using simple text forms (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- share ideas and experiences, using simple text forms?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share ideas and experiences, using simple text forms (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 share ideas and experiences, using simple text forms (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991, «Колір трави».
- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002, «Скачуть жабки», с. 13.
- Pre-made flip books
- Puppets

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 organize visuals to express ideas and tell stories

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fact Frieze

Students create a fact frieze based on ideas from informational texts they have listened to, read, or viewed. They review and record facts, then choose, illustrate and post the facts as a frieze.

Sequencing Activity

Students sequence the dialogue pictures from *Nova I*. Sequencing cards for language development can also be purchased for this activity.

Extension: Students take a comic strip that has been cut up and sequence it into a story.

Computer Animation

Students use a simple computer animation program (e.g., *Kids Work*) to produce a series of animated pictures to show movement. Afterward, they present their “mini movie” to the class (e.g., Сніг падає, надворі снігова буря, риба плаває у воді, сонце сходить/заходить).

How To ...

Students create, in sequence, pictures to show how to prepare a dish (e.g., *borscht*, *varenyky*, *holubtsi*, macaroni and cheese, salad). Students form an assembly line and illustrate their contributions. These contributions can then be used to sequence the process. Students can also illustrate the “how to” process (e.g., making a snowman, building a snow fort, planting a bean).

Storyboards

Storyboards or wordless picture books can be made by students to represent a series of ideas. Provide a story starter line (e.g., *Одного зимового дня, Борис йшов до Наталії бавитися. Сніг почав сильно падати. Вітер віяв...*).

Organize Ideas*Students will be able to***4.1.3** organize visuals to express ideas and tell stories (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- organize visuals to express ideas and tell stories?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to organize visuals to express ideas and tell stories (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Portfolios

With the teacher's assistance, students select work samples that show how they organized visual and simple written texts to express their ideas and tell stories.

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Методичні вказівки», с. 1–6.
- Simple computer animation programs
- Ukrainian comic strips

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

1

Specific Outcome

Appraise Own and Others' Work

Students will be able to

4.2.1 talk about own creations and those of others, using basic, common expressions

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Author's Chair

After a student's story has been read, generate a list of things students enjoyed about the text. Students use this as a base for commenting to the student who has presented in the author's chair (e.g., Мені подобається/подобалося... [малюнки, гумор, довгі і короткі речення, перше речення, кінець]).

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

- 4.2.1**
- talk about own creations and those of others, using basic, common expressions
-
- (continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- talk about own creations and those of others, using basic, common expressions?

 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 talk about own creations and those of others, using basic, common expressions (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 talk about own creations and those of others, using basic, common expressions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Малий Гарбуз», с. 23–43.

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

1

Specific Outcome

Revise Content

Students will be able to

4.2.2 ask simple questions to clarify meaning

SAMPLE TEACHING AND LEARNING ACTIVITIES

Weather Questions

Ask weather questions as part of the morning routine (e.g., Чи є вітер? Чи є сонце?). Later, students can take turns asking questions.

Question Phrases

Students learn phrases that help them formulate questions to clarify meaning (e.g., from charts or language ladders).

The Five Ws

The class creates and posts a poster of the five questions (Хто? Що? Коли? Де? Чому?). Students use these to ask questions after story time. Initially, model for students how to ask questions. Later, they take turns being the teacher.

20 Questions

Students are introduced to simple adjectives that could help extend their questioning (e.g., великий/малий, довгий/короткий). The song “Антоніми” could be used to teach the words. Then students play 20 Питань (20 Questions).

What do you have?

Each student holds a picture of an object pertaining to the theme or vocabulary being developed. Students take turns asking, “Хто має?” When studying clothing, students simply ask, “У кого сині шкарпетки?” They raise their hands and reply, “У мене сині шкарпетки.” They ask questions such as, “Що ти маєш на обід, Іване? або Іване, що ти сьогодні їв на обід?”

Revise Content*Students will be able to***4.2.2** ask simple questions to clarify meaning (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– ask simple questions to clarify meaning?

 Checklist and Comments

Use the checklist to assess whether students are able to ask simple questions to clarify meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-Assessment Checklist

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to ask simple questions to clarify meaning (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 10*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Як мені холодно», с. 25–32.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- Charts or language ladders with question phrases
- Pictures of theme-related objects or vocabulary

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

1

Specific Outcome

Enhance Legibility

Students will be able to

4.2.3 form recognizable letters; and use letters, numbers, and basic function keys on the keyboard

SAMPLE TEACHING AND LEARNING ACTIVITIES

Practise Writing

Provide visual models of both manuscript print for reading and cursive writing for scribing. Students practise forming letters of the Ukrainian alphabet. They strive for consistency in size and shape.

Extension: Students become familiar with and experiment with the Ukrainian font on the computer. After typing one letter on the keyboard, each student experiments with different styles and sizes of the letter. Students then do the same, using their names.

Computer Class Book

Each student is given a letter or number. The student uses a computer paint or word processing program to create a page for an alphabet or number book. The pages are then printed and compiled to form a class book (e.g., А–авто Б–баба). Students use a paint program to illustrate the letters. They share taking the book home to read to family members.

Some students benefit from pencil grips, larger pencils or raised lines. Practice books from Ukraine offer a guide in slant. Encourage students to practise letter formation on chalkboards, whiteboards, or large paper. Some students benefit from finger-printing in sand and in the air.

Enhance Legibility*Students will be able to***4.2.3** form recognizable letters, and use letters, numbers, and basic function keys on the keyboard (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- form recognizable letters; and use letters, numbers, and basic function keys on the keyboard?

 Portfolios

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

 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 form recognizable letters; and use letters, numbers and basic function keys on the keyboard (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- *Українська абетка. Ukrainian Alphabet Flash Cards.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #1.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Абетка.* Бокало Г. (ред.). Львів: Аверс, 1999.
- *Абетка.* Завальська Н. Симферопіль: АВДІ, 2000.
- Computers with print or word processing programs and Ukrainian fonts
- Chalkboards, whiteboards, or large paper

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

1

Specific Outcome

Enhance Artistry

Students will be able to

4.2.4 use familiar words or simple sentences to describe ideas

SAMPLE TEACHING AND LEARNING ACTIVITIES

Scribing Student Text

Together with students, compose text based on common experiences from the *Nova* dialogues. Scribe students' ideas, using familiar words or simple sentences. When the text is complete, students reread it to ensure that the information is accurate and sequenced appropriately. Then post the text in the classroom for reading practice.

Sentence Starters

Ask students to complete sentence starters from the dialogue cards so the sentences match the appropriate picture (e.g., using the *Nova* dialogue *Будь обережний*), students complete the sentence “Будь обережний/на, коли...”

Personal Response

Read a story (e.g., “Я боюся”) and ask students to share similar experiences (e.g., describe when they are afraid). Scribe their responses, drawing picture cues. Each student chooses a response, completes a sentence on a pre-made sheet and illustrates the response (e.g., Я боюся, коли блискає надворі). As a final copy, this can be completed using computer support.

Story Retelling

Read a text to the class and ask students to retell the story in their own words or to illustrate three ideas from the text and label each one.

Photo Essay

Students use pictures or photographs to describe familiar events (e.g., Моя родина/My family). They label titles as мама, тато, брат, сестра).

Change a Word

Provide a simple sentence and ask students to choose a noun, verb or adjective that could be changed. Students brainstorm different possibilities (e.g., Іван бігав у спортзалі).

Enhance Artistry*Students will be able to***4.2.4** use familiar words or simple sentences to describe ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use familiar words or simple sentences to describe ideas?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use familiar words or simple sentences to describe ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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 use familiar words or simple sentences to describe ideas (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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

1

Specific Outcome

Enhance Presentation

Students will be able to

4.2.5 use familiar words with visuals to express ideas, feelings, and information

SAMPLE TEACHING AND LEARNING ACTIVITIES

How-To Illustrations

Students draw a series of illustrations to show how to complete a simple and familiar procedure. They use familiar words to explain the illustrations (e.g., I wash the dishes).

Favourite Activities

After a discussion on winter activities, students illustrate their favourite activities. They describe their illustrations, using familiar words.

Rebus Sentences

Students prepare simple rebus sentences. Initially, this is modelled with familiar songs or poems (e.g., “Голова, плечі,” “Антоніми,” “Падав сніг на поріг.”). Students add their own illustrations later to the list of songs or poems.

Dialogues

Students present an echo-acting script before a dialogue. Afterward, present the visuals from the *Nova* dialogue and students create their own stories or dialogues.

Read-Alouds

Before a read-aloud, do a walk through of the illustrations and ask students to give words, phrases, and ideas about the story. During read-aloud time, pause periodically, and encourage students to discuss how the illustrations contribute to the ideas and information in the text.

Enhance Presentation*Students will be able to*

- 4.2.5** use familiar words with visuals to express ideas, feelings, and information.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use familiar words with visuals to express ideas, feelings, and information?

Conferences

Confer with students about their illustrated texts. Discuss how words support their drawings.

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 familiar words with visuals to express ideas, feelings, and information (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 8: Я мию посуд».
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- Wordless picture books

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

1

Specific Outcome

Grammar and Usage

Students will be able to

4.3.1 check for complete sentences, and make sentences complete, with guidance

SAMPLE TEACHING AND LEARNING ACTIVITIES

Daily Edit

Use the daily edit procedure during mini-lessons to help students become aware of print conventions. Write one simple sentence that contains one error on the board or chart. Sentences can come from a familiar rebus poem (e.g., “Лялька Алла.”). Read the sentence and have students discuss and correct the problem. Errors addressed during the daily edit should reflect difficulties students are experiencing during their independent writing and the linguistics outcomes for Grade 1.

Self-Editing

After completing a simple text, students, along with the teacher, check their work for spelling and grammar errors. Have them note any errors in their Learning Logs and discuss these errors with other students in groups.

Grammar and Usage*Students will be able to*

- 4.3.1** check for complete sentences, and make sentences complete, with guidance.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- check for complete sentences, and make sentences complete, with guidance?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to check for complete sentences; and make sentences complete, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-Assessment Checklist and Goal-Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to check for complete sentences; and make sentences complete, with guidance. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

SAMPLE RESOURCES

- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.

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 copy familiar words

SAMPLE TEACHING AND LEARNING ACTIVITIES**Copying**

Students copy names of foods, seasons, actions, school supplies, family members, and friends from appropriate illustrations.

Creating Bingo Cards

Create a Ukrainian alphabet Bingo game or have students cut out letters which were prepared by the teacher. Students then glue the letters onto a template and make their own Bingo cards.

Nonsense Poems

Teach the following nonsense poem:

а а а а

та-па, та-па, та-па, та

и и и и

ти-пи, ти-пи, ти-пи,ти

е е е е

те-пе, те-пе, те-пе, те

Go through all the other vowels (*i, o, y*) and have students create and present their own nonsense poems by changing the consonants.

Extension: Use nonsense syllables for spelling dictation and/or cursive writing exercises, using only the sounds that have been formally introduced.

Word Wall

Students use the word wall to play I Spy (e.g., Я бачу слово, яке починається на літеру м, а закінчується на літеру а. У слові 4 літери. м _ _ а = мама).

Extension: Students copy familiar words from the word wall to use in writing.

Word Chains

Act as scribe as students try to form a long chain of words by connecting final and initial sounds (e.g., мама, авто, око, олівець).

Spelling*Students will be able to***4.3.2** copy familiar words (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student
– copy familiar words?

 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 copy familiar words (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to copy familiar words (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

 Conferences and Checklist

Ask students to describe how they connect sounds and letters. Maintain a record of the letters and sounds they know. For example,

Name	Introduced	Developed	Mastered
Larissa	M/T	M/T	M
Peter	M/T	M	
Oksana	M/T		
Paul	M/T	M	M

SAMPLE RESOURCES

- *Лелеченя. Букварик для малят.* Бударіна Р.В. Київ: Лелека, 2001.
- *Ukrainian Power Volume 1. Learning the Alphabet* (videocassette). Halaburda, O. Milford, MI: Ukrainian Power Videos, Inc., 2000.
- Ukrainian alphabet Bingo game cards
- Word wall

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

1

Specific Outcome

Capitalization and Punctuation

Students will be able to

4.3.3 imitate basic writing conventions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling

Use shared and interactive writing procedures to model capitalization and punctuation while scribing language experience charts. Students listen for auditory cues that signal sentence boundaries. Show them how these auditory cues guide sentence boundaries and how capital letters and punctuation are used to mark them.

Greeting Cards

In a greeting card, a student uses capital letters in the appropriate places for the greeting (e.g., birthday, Mother's Day, Father's Day, Многая літа бажає...). Students also know when not to use capital letters (e.g., баба, дід, мама, тато).

Letter

Students write a letter after reading *Листування*. They learn to capitalize the greeting and closing but not the day or month in the date section of the letter.

Name Writing

Students practise writing their names with a capital letter, using different media. In their daily work, students copy the date, using a lowercase letter.

Capitalization and Punctuation*Students will be able to***4.3.3** imitate basic writing conventions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- imitate basic writing conventions?

 Conferences

Look for and discuss students' understanding and use of capitalization and punctuation in written expression. Provide feedback to help students develop an awareness for sentence boundaries.

 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 imitate basic writing conventions (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- *Листування. Letter Writing.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- Simple greeting cards

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

Share Ideas and Information

Students will be able to

4.4.1 share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation

SAMPLE TEACHING AND LEARNING ACTIVITIES**Show and Tell**

Students bring toys or familiar objects from home and, with teacher assistance, present them to their peers, using simple descriptive words. Students seek assistance by asking ahead for vocabulary preparation.

Daily News

Provide opportunities for students to share their news and experiences. They use the daily news chart to report their own daily news. Students listen for answers to the 5 W questions (e.g., Я чув/чула, що...).

Dialogues

After learning vocabulary from the *Nova 1* dialogue *Час спати* and the echo-acting routine *Я прибираю спальню*, students draw and label pictures of their own bedrooms to present to the class. After learning the dialogue *Час їсти*, students prepare posters entitled “Мені подобається їсти...”

My Favourite Meal

Students cut out pictures from flyers and label the foods. They later each take three paper plates, label them “Сніданок,” “Обід” і “Вечеря,” then present their favourite meals by cutting out illustrations or drawing them.

Mystery Box

Encourage oral language development by having students tell about objects in a mystery box. The objects are based on classroom themes.

Photographs Without Cameras

Help students create photographs by placing small objects connected with the class topic or theme (with defined edges) on light-sensitive paper and exposing to sunlight. Students compose captions or labels, use these for oral presentations and later put them together for a class book.

Murals

Students work in groups making thematic murals, writing labels, phrases, or sentences and presenting them to the class.

Share Ideas and Information*Students will be able to*

- 4.4.1** share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation?

 Conferences

Confer with students to encourage them to share ideas and information in presentations. Coach students in preparing and using descriptive words to describe toys or familiar objects.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 14: Я прибираю спальню».
- Light-sensitive paper (available at photography or art supplies stores)
- Flyers and magazines with pictures of various foods

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

1

Specific Outcome

Effective Oral and Visual Communication

Students will be able to

4.4.2 share information and ideas with a group

SAMPLE TEACHING AND LEARNING ACTIVITIES

What I'm Wearing

Students each tell about one piece of clothing they are wearing. For example,

- У мене зелені шкарпетки.
- У мене синій светер.

Sequencing

Students use a sequence of pictures as the basis for retelling a familiar story (e.g., any of the *Nova I* dialogues). Model how to sequence pictures and use them to explain how the story starts, what happens in the middle and how the story ends.

Telephones

Set up two telephones in the classroom that students use to mimic telephone conversations. Discuss appropriate telephone etiquette with students.

Fish Bowl Technique

Students participate in the fish bowl technique, where a pair or small group of students demonstrates or role-plays while others silently observe. Afterward, the group discusses what they observed.

Extension: Students present puppet plays, either using *Nova* dialogues to retell a story or presenting their own story or sentences.

Retelling a Story

Students use a magnetic or flannel board to retell a story or present information based on a theme.

Effective Oral and Visual Communication*Students will be able to***4.4.2** share information and ideas with a group with teacher's help (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- share information and ideas with a group?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share information and ideas with a group. 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 share information and ideas with a group (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Bilingual Ukrainian-English Board Book Series*. Teague, K. Toronto, ON: Editions Renyi, Inc., 1990, "Getting Dressed."
- Puppets
- Telephones
- Magnetic board or flannel board

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

Attentive Listening and Viewing

Students will be able to

4.4.3 demonstrate active listening and viewing behaviours

SAMPLE TEACHING AND LEARNING ACTIVITIES**Listening to a Story**

As they are listening to a story (e.g., *Загублена Мітла*) students think about what they are hearing. They then pair with other students to discuss what they have heard. Finally, students share their perceptions with the group.

Listening, Then Drawing

After listening to any story or poem, students pair up, draw a favourite or important part of this listening experience, and share it with the class.

Active Listening Cues

For active listening, the teacher can give a reminder (e.g., 3 С—Сядь! Слухай! Слідкуй очима!). Students learn and use the following visual cues for listening and viewing behaviours:

	Слідкуй очима
	Тримай руки на місці
	Сиди на місці
	Не говори
	Придумай питання

Following Directions

Students listen carefully to follow specific directions. They are each given a layer grid paper with a “п” marked for “початок.” Give students simple directions, using the terms вгору, вниз, наліво/ліворуч, направо/праворуч (e.g., Іди з квадрата вгору). The intended result is the creation of a picture.

Attentive Listening and Viewing*Students will be able to***4.4.3** demonstrate active listening and viewing behaviours (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate active listening and viewing behaviours?

 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 active listening and viewing behaviours (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 demonstrate active listening and viewing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Загублена Мітла», с. 3–22.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- Listening/viewing behaviour chart

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

5.1 Develop and Celebrate Community

Share and Compare Responses

Students will be able to

5.1.1 tell and draw about self and family using Ukrainian key phrases

SAMPLE TEACHING AND LEARNING ACTIVITIES

Body Tracings

Help students make life-size tracings of each other. Each student then paints his or her own features and favourite clothing. The life-size tracings are posted and students are encouraged to write labels on their own representations.

Helping at Home

After learning the dialogue “Тарас і Леся допомагають бабі,” students draw how they help at home (e.g., Я допомагаю). In pairs, students each share their illustration and “how to” story with a peer.

“Me” Objects

As part of their unit about themselves, each student prepares and presents a decorated box with objects inside that represent them.

Time Lines

Students prepare and present time lines about themselves or their families.

Show and Tell

Students bring in personal items to share with their peers.

Mobiles

Students make family mobiles, or a mobile about themselves, and present it to the class.

Share and Compare Responses*Students will be able to***5.1.1** tell and draw about self and family (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– tell and draw about self and family?

 Conferences

Conference with students during works in progress. Provide feedback and encourage students to communicate their ideas in clear, specific ways. Extend and expand upon ideas and illustrations. Assist students to enhance their work.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to tell and draw about self and family (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 11: Тарас і Леся допомагають бабі».
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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

1

Specific Outcome

Relate Texts to Culture

Students will be able to

5.1.2 listen to stories from oral, print, visual, and multimedia texts from different communities

SAMPLE TEACHING AND LEARNING ACTIVITIES

Videos

Students view videos in English that portray other cultures. Guide them to be alert for cultural characteristics (e.g., if studying winter and the subtopic Christmas, look at pictures or videos from other cultures to compare their celebrations to Ukrainian traditions).

Guest Speaker

Invite a guest speaker to present cultural differences (e.g., grandparents could explain how they celebrated Christmas). Students then make comparisons with their own Christmas celebrations. A guest recently immigrated from Ukraine could also tell or read a story.

Extension: Invite another bilingual class to present and share their favourite songs, poems and stories.

Songs

Students listen to children's songs from a variety of cultures.

Comparing Cultural Stories

Students compare a traditional Ukrainian story to a traditional British/North American one (e.g., *Колобок* and *The Gingerbread Man*).

Relate Texts to Culture*Students will be able to*

- 5.1.2** listen to stories from oral, print, visual, and multimedia texts from different communities (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- listen to stories from oral, print, visual, and multimedia texts from different communities?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to stories from oral, print, visual, and multimedia texts from different communities. 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 listen to stories from oral, print, visual, and multimedia texts from different communities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Колобок*. Коваль, О. Київ: Альтернативи, 1997.
- *Multicultural Teaching: A Handbook of Activities, Information and Resources*. Tiedt, P. L. and Tiedt, I. M. Boston, MA: Allyn and Bacon, 2002.
- *Multicultural Education: Theory and Practice*. Banks, J. A. Boston, MA: Allyn and Bacon, 1994.
- Guest speakers (e.g., grandparents, recent immigrants)

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

5.1 Develop and Celebrate Community

Appreciate Diversity

Students will be able to

5.1.3 connect aspects of stories and characters to personal feelings and experiences with teacher's support

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Responses

After listening to stories with animal characters or discussing heroes and villains (e.g., *Червона шапочка*, *Три свинки* or *Лихомор*), students discuss the stories so that they can make personal connections with the experiences and feelings expressed. Students' responses are recorded on a chart. For example,

Герої й лиходії		
Назва: _____		
Герой/героїня	Що зробив/зробила	Як я почувався/почувалася
Лиходій/лиходійка		

Favourite Sports

After listening to the story *Спорт*, students state their favourite sport, then present a sentence and illustration.

Рукавичка

Read the story *Рукавичка*, stopping to discuss with students how the boy felt at having lost the mitten. At the end of the story, discuss with students how the boy felt when he found the mitten. Students are then asked if they have ever lost something that meant a lot to them.

Appreciate Diversity*Students will be able to*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- connect aspects of stories and characters to personal feelings and experiences?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to connect aspects of stories and characters to personal feelings and experiences (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 connect aspects of stories and characters to personal feelings and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Червона шапочка*. Slavutych, E., Turko, X. (eds.). Edmonton, AB: Alberta Education, 1975.
- *Лихомор*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Три свинки*. *Three Little Pigs*. Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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

Celebrate Special Occasions

Students will be able to

5.1.4 share ideas and experiences to create and celebrate

SAMPLE TEACHING AND LEARNING ACTIVITIES

Birthday Celebration

After learning the echo-acting routine *День народження* and singing “Многая Літа,” students record in pictures and words how they celebrate their birthdays.

Thanksgiving

For День подяки/Обжинки, students learn the following song:

Ми вдячні /2/

За їжу /2/

За наше здоров’я /2/

І сім’ю

(sung to the melody of “Frère Jacques”).

Afterward, students share ideas on what they are grateful for.

Disposable Cameras

As part of their supply list, students have a personal disposable camera that they use to capture special occasions. Each student creates a yearbook.

Easter Celebration

For Easter, students weave a basket, make *krashanky/pysanky*, learn a *hayivky*, or prepare one class basket and share.

My Weekend

Students draw and label what they did on the weekend. Afterward, they present and share their drawings, giving oral sentences.

Celebrate Special Occasions*Students will be able to***5.1.4** share ideas and experiences to create and celebrate (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- share ideas and experiences to create and celebrate?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share ideas and experiences to create and celebrate. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss students' choices for contributing to group stories. Encourage students to talk about other ways to contribute to group stories.

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 13: Великдень», «Повтор-імітація 9: Уродини».
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Ukrainian Easter Egg Coloring Book*. Perchyshyn, E., Perchyshyn, N. Minnesota, MN: Ukrainian Gift Shop, Inc.
- Disposable cameras

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

1

Specific Outcome

Cooperate with Others

Students will be able to

5.2.1 work in partnerships and groups

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Mural

Help students plan a group mural. They work in small groups to discuss and decide how to create a mural on a specific topic or theme. Or, each group may take responsibility for one section of a classroom mural. As students plan, they need to consider what details to include, where to place them and what medium they will use.

Buddies

Students are paired and/or grouped with older students for Ukrainian buddy reading. Other reasons they partner with older students are computer projects, interviews, gathering data, writing activities, making *pysanky*, and cooking projects.

Group Work

Have students work together with older students to complete various simple projects. For example,

- present role-plays of *Nova* dialogues
- present puppet plays of favourite stories

Cooperate with Others*Students will be able to***5.2.1** work in partnerships and groups (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– work in partnerships and groups?

 Anecdotal Notes

Observe the social interactions of a small group to focus on possible difficulties. List the group members and draw arrows to show interactions. Record the number and kinds of interactions. Date the observation and use the data to help individuals develop effective group working 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 work in partnerships and groups (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Тут і там*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- Puppets
- Older Ukrainian students

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

5.2 Encourage, Support, and Work with Others

Work in Groups

Students will be able to

5.2.2 take turns sharing information and ideas

SAMPLE TEACHING AND LEARNING ACTIVITIES

Taking Turns Expressions

Students identify and recognize expressions related to taking turns. With student input, develop T-charts to show what taking turns looks like and sounds like. The charts are used during instruction and debriefing sessions.

По черзі	
<p>Як виглядає? </p> <p>Всі дивляться на особу, яка говорить.</p> <p>Діти говорять по черзі.</p> <p>Тільки одна особа говорить.</p> <p>Діти привітно усміхаються. 😊</p>	<p>Що чути? </p> <p>“Чи тепер моя черга?”</p> <p>Я хочу сказати...,</p> <p>Одна особа говорить.</p> <p>Не можна говорити поза чергою.</p>

Sharing Circle

In a sharing circle, students sit and share events and experiences, taking turns by passing an object (e.g., a feather).

Partner Sharing

After students have shared an experience in pairs, each partner draws and presents or explains an idea of his or her partner.

Work in Groups*Students will be able to***5.2.2** take turns sharing information and ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- take turns sharing information and ideas?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to take turns sharing information and ideas. 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 take turns sharing information and ideas (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Тут і там. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Graphic organizers (e.g., T-charts [see sample blackline masters in Appendix D])

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

5.2 Encourage, Support, and Work with Others

Use Language to Show Respect

Students will be able to

5.2.3 recognize that individuals adjust language use for different situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays

Students role-play situations that involve sharing courtesy, respect and encouragement. Role-playing may be done in response to texts that have been heard, read or viewed, like buying something in a pet store (e.g., Петро купує рибку). Scenarios may be real or imagined. For example,

- having a telephone conversation
- meeting an adult for the first time
- welcoming a new student into the class
- borrowing an object from a student or teacher

Formal and Informal

Students use ти/ви when addressing students or staff.

Encouragement and Greetings

Post words of encouragement and greeting around the room. For example,

- Молодець!
- Дуже гарно.
- Добре!
- Супер!
- Добра ідея/думка!
- Я тобі допоможу.
- Ходи бавитися (читати) зі мною.

Discuss when these different expressions would be used.

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

Does the student

- recognize that individuals adjust language use for different situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize that individuals adjust language use for different situations (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 16: Петро купує рибку».

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

1

Specific
Outcome

Evaluate Group Process

Students will be able to

5.2.4 find ways to be helpful to others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Celebrating Helpfulness

Provide positive feedback to recognize and celebrate how class members helped each other during group activities. Set up a celebration wall where students post sketches, poems, “bouquets” or statements that highlight ways they were helped and how they helped someone else. Review and update the wall periodically to ensure that every student has had something in his or her honour posted on the celebration wall.

Brainstorming

Lead students in a brainstorm activity for words and phrases that describe positive and effective participation in group activities. Record these descriptions on T-charts or Y-charts and post them where they are easily referred to for instruction and assessment. For example,



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

Does the student
– find ways to be helpful to others?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to find ways to be helpful to others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs and Conferences

Invite students to draw and label pictures of themselves helping others. Use these Learning Log entries when conferencing with students about the ways they help others in the classroom or school.

SAMPLE RESOURCES

- T-charts and Y-charts (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.

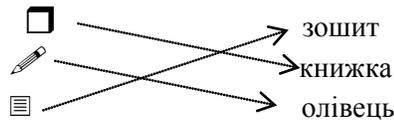
Sound–Symbol System

Students will be able to

6.1.1 listen to, identify, and produce basic sounds of the Ukrainian language, and connect some sounds to the appropriate symbols

SAMPLE TEACHING AND LEARNING ACTIVITIES**Matching Activity**

Students connect pictures related to a unit of study with the appropriate Ukrainian word. For example,



Have students focus on saying the word aloud and connecting the sound of the word with the written word.

Name Poems

Students write their names vertically. For each letter, they write an item they like or a word that describes them. For example,

Т—тигр
А—ананас
М—мишка
А—автобус
Р—риба
А—абрикос

Have students focus on saying the words aloud and connecting the sound with the initial letter.

Extension: After brainstorming for words, each student is given a letter of the Ukrainian alphabet. He or she is asked to produce the letter, illustrate a picture and type the word using a computer paint program. The letters are compiled to form an alphabet book.

Alphabet Objects

Students collect coffee cans for each letter of the alphabet. Inside the coffee cans, they place miniature objects or pictures of things that have the initial sound (e.g., А—авто, автобус, ананас, ангел, азбука). Later, small word cards could be added for matching.

Tongue Twisters

Share tongue twisters or poems that focus on each letter of the alphabet based on the letter of the day.

Sound–Symbol System*Students will be able to*

- 6.1.1** listen to, identify, and produce basic sounds of the Ukrainian language, and connect some sounds to the appropriate symbols (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- listen to, identify, and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols?

 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 listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols (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 listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Тут і там. Книжка для вправ.* Турко К. С. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 1975.
- *Абетка.* Бокало Г. (ред.). Львів: Аверс, 1999.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Малятам про фахи.* Любарець О. (ред.). Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Лелеченя. Букварик для малят.* Будеріна Р. В. Київ: Лелека, 2001.
- *Українська абетка. Листки для вправ #1.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of 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.

Lexicon

Students will be able to

6.1.2 use simple vocabulary and expressions in daily situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Questions

Students use modelled questions in class (e.g., “малювати?”) to meet their needs (e.g., “Чи я можу”).

Morning Message

Students use everyday phrases or expressions heard in class (e.g., Доброго ранку, Чи я можу ..., Дякую, Прошу, Час додому, До побачення, Будь ласка.).

Picture Dictionaries

Students each maintain a personal illustrated dictionary, adding vocabulary from every theme studied.

Extension: Students each maintain a special folder with language ladders.

Echo-Chanting

Students present their own echo-chanting routines, modelled after one studied in class.

Word Wall

Encourage students to use words and expressions in daily situations from the classroom word wall.

Lexicon*Students will be able to***6.1.2** use simple vocabulary and expressions in daily situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple vocabulary and expressions in daily situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple vocabulary and expressions in daily situations (see sample blackline master in Appendix E: Observation Checklist).

 Self-Assessment Checklist

Create a simple 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 simple vocabulary and expressions in daily situations (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian Bilingual Program K–12: Teacher Resource Guide*. Edmonton, AB: Edmonton Catholic Schools, 1998, “Phonology,” pp. 26–28, “Syntax,” pp. 39–46.
- *Елементи української мови. Посібник для вчителів. Elements of the Ukrainian Language. A Teacher Resource Manual*. Edmonton, AB: Alberta Education, 1991.
- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Kindergarten to Grade 3*. Regina, SK: Saskatchewan Education, 1989.

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.

Grammatical Elements

Students will be able to

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

Nouns

- accusative singular inanimate (e.g., *зошит, книжку, авто*)
- genitive singular following negation (e.g., *зошита, книжки, авта*)
- locative singular (e.g., *у зошиті, книжці, авті*)

Pronouns

- personal accusative (e.g., *мене, тебе, їх*)
- demonstrative, possessive, interrogative
 - nominative singular and plural (e.g., *той/ті, моя/мої, яке/які*)
 - accusative singular inanimate (e.g., *той, мою, яке, що*)

Adjectives

- accusative singular inanimate (e.g., *новий зошит, цікаву книжку, гарне авто*)

Verbs

- present (e.g., *роблю, сидиш*)
- present of common reflexives (e.g., *одягаюся, миєшся*)
- imperative (e.g., *читай, пишіть, робімо*)

Expressions

- date (e.g., *сьогодні третє вересня*)
- interrogative (e.g., *чому, коли, де, як*)
- of appeal (e.g., *мені подобається, тобі смакує*)

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

Nouns

- all genders
- nominative singular and plural
- vocative

Adjectives

- noun–adjective agreement
- nominative singular and plural (e.g., *новий/-і зошит/-и, цікава/-і книжка/-и, гарне/-і авто/-а*)

Verbs

- present of common verbs

Adverbs

- of location (e.g., *тут, там*)
- to express weather conditions (e.g., *холодно, тепло, сонячно сонячно*)

Conjunctions

- coordinating (e.g., *і, та*)

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

Pronouns

- personal nominative

Verbs

- infinitive

Adverbs

- of quality (e.g., *добре, погано*)

Numerals

- cardinals 1–20 (e.g., *один, двадцять*)

Grammatical Elements*Students will be able to*

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

SAMPLE 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.

Simon Says Commands

Introduce and post common action verbs in the imperative form. Play Simon Says with the class, having them react appropriately to the various imperative commands given. Have student volunteers take turns as “Simon” and encourage them to use the various posted verbs in their commands.

Memory Book

Have students illustrate and label a memory book based on a recent class experience. Encourage students to use a variety of nouns of all genders in nominative singular and plural.

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

 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).

 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 use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- *Ukrainian Language Games—Division 1* (instructional unit). Barnes, R., Zook, D. Saskatoon, SK: Saskatchewan Teachers Federation, 1981.
- *Ukrainian Language Posters*. Saskatoon, SK: Saskatchewan Teachers of 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.

Mechanical Features

Students will be able to

6.1.4 imitate and experiment with basic mechanical features

SAMPLE TEACHING AND LEARNING ACTIVITIES**Name Writing and Copying**

Students write their names with the proper letter size. They copy the teacher's name (e.g., пан, пані, панна Козак) with the title in lowercase.

Extension: Students copy the date in Ukrainian with the proper letter size (no capitals) for month or day (e.g., 5 [п'яте] квітня 2007 року).

Simple Text

Together, compose a simple text in Ukrainian based on common experiences. Scribe students' ideas, using simple vocabulary and sentences. When the text is complete, students reread it. They copy one sentence from the language experience chart and each draw an illustration to portray the meaning of the sentence.

Sentence Frames

Given a sentence frame, students copy, write or complete their own sentences after brainstorming ideas. For example,

- У школі я...
- Восени...
- Я люблю їсти...

Mechanical Features*Students will be able to***6.1.4** imitate and experiment with basic mechanical features (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- imitate and experiment with basic mechanical features?

 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 imitate and experiment with basic mechanical features (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

 Self-Assessment Rating Scale

Create a simple 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 imitate and experiment with basic mechanical features (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE RESOURCES

- *Українська абетка. Листки для вправ #1.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of 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.

Discourse Features

Students will be able to

6.1.5 imitate and experiment with basic discourse features in oral interactions in the immediate learning environment

SAMPLE TEACHING AND LEARNING ACTIVITIES**Routine Words and Phrases**

Students listen and respond to routine words, phrases and greetings. For example,

- Добрий день! Добридень! Привіт! До побачення!
- Слава Ісусу Христу! Христос Раждається! Христос Воскрес!
- Перепрошую. Вибачте.
- Прошу. Дякую. Будь ласка.
- Як ти? Що нового? Як тебе звати? Як вас звати?
- Не турбуй мене. Це мене дратує. Це не моя/його/її вина.

Telephone Conversations

Divide students into partners and have them conduct simple telephone conversations based on various models.

Discourse Features*Students will be able to***6.1.5** imitate and experiment with basic discourse features in oral interactions in the immediate learning environment (*continued*)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student

- imitate and experiment with basic discourse features in oral interactions in the immediate learning environment?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate and experiment with basic discourse features in oral interactions in the immediate learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Use the checklist to assess whether students are able to imitate and experiment with basic discourse features in oral interactions in the immediate learning environment (see sample blackline master in Appendix E: Observation Checklist).

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.

Listening

Students will be able to

6.2.1 listen to and understand simple oral sentences in the learning environment

SAMPLE TEACHING AND LEARNING ACTIVITIES**Oral Instructions**

Students are given instructions and demonstrate understanding by physical responses (e.g., put the pencil in your desk).

Same or Different?

Students demonstrate knowledge of same or different (e.g., the cat and dog have four legs). Using the illustrations from the *Nova* dialogues or echo-chanting, read the sentences out of sequence. Students point to the appropriate illustrations.

Illustrations for Understanding

After listening to a text, students represent ideas or words through illustrations or a variety of forms.

Extension: Use illustrations or rebus pictures to help students develop understanding of new vocabulary.

Clarifying Understanding

Provide students with a list of statements that they use to clarify their understanding of new or unfamiliar words. For example,

- Я не розумію слово ____.
- Будь ласка, поясніть слово ____.
- Що це ____.

Kinaesthetic Learning

Engage students in kinaesthetic or tactile actions or activities that reinforce and assist in internalization of vocabulary.

Listening*Students will be able to***6.2.1** listen to and understand simple oral sentences in the learning environment
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- listen to and understand simple oral sentences in the learning environment?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to listen to and understand simple oral sentences in the learning environment (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 listen to and understand simple oral sentences in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 6: Я варю борщ».
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Kindergarten to Grade 3*. Regina, SK: Saskatchewan Education, 1989.

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, orally, simple sentences in structured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES**Object Descriptions**

Based on a theme they use at school (e.g., school items [Вранці begins a focus on school objects]), students tell simple sentences about an object.

20 Questions

Students ask questions of each other while playing “20 Questions.”

The Five Ws

Post a list of five питань and model for students how to ask questions and show the key word being used. Encourage students to play teacher and ask questions in daily routines (e.g., weather, calendar, attendance, show and tell).

Riddles

Students form riddles based on a theme. For example,

- size: Воно маленьке
- colour: Воно жовте
- shape: Воно довге
- use for description: Я люблю його їсти. Це фрукт. ...банан

Speaking*Students will be able to***6.2.2** produce, orally, simple sentences in structured situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- produce, orally, simple sentences in structured situations?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce, orally, simple sentences in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 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 produce, orally, simple sentences in structured situations (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- *Нова 1: Комплекс матеріалів до навчальних розділів 1–16.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 1: Уранці», с. 8.
- *Українські мовні ігри. Ukrainian Language Games.* 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.

Reading

Students will be able to

6.2.3 recognize and understand simple words in structured situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word-Object Matching

Based on the theme being developed, students are given two words and select one to match an object.

Extension: Students create their own simple readers. They match sentences to pictures.

Domino Word Game

Based on themes being developed, create a domino game (e.g., match pictures to words or jigsaw words and pictures).

Flash Cards

Create flash cards to post by various classroom furnishings. Give students each a word card; they match their cards to the objects as the teacher gives oral cues.

Nova Dialogues

Create strips of separate words using a *Nova* dialogue. Students work in pairs to recreate the sentences. After learning the *Nova* dialogue, students use the mini-readers for reading.

Poems and Songs

When studying a poem or song, show students the root words of nouns and verbs (e.g., A-a-a, котика нема). After learning the song or poem, ask students to locate words on the chart.

Reading*Students will be able to***6.2.3** recognize and understand simple words in structured situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize and understand simple words in structured situations?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize and understand simple words in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize and understand simple words in structured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Нова 1: Співанки-руханки*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.

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 copy simple words and sentences

SAMPLE TEACHING AND LEARNING ACTIVITIES**Sequence then Copy**

Provide picture cards about a text, event or basic instruction. Students place the pictures in sequence to represent beginning, middle and end. They create their own version of the text by copying the picture card captions.

Shape Books

Students use themes to create shape books (e.g., “У школі”):

У школі я читаю.

У школі я пишу.

У школі я бавлюся.

Ось/Це мій зошит.

Ось/Це мій олівець.

Ось/Це моя парта.

Ось/Це моя вчителька.

Students choose from a variety of sentences they have brainstormed. Initially, students simply copy a single word; then they copy complete sentences.

Writing*Students will be able to***6.2.4** copy simple words and sentences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- copy simple words and sentences?

 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 copy simple words and sentences (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- writes from left to right
- forms Ukrainian letters correctly
- leaves spaces between words
- uses upper and lowercase letters

 Portfolios

Students add to their portfolios samples of rough drafts (чернетки) and good copies (чистовики) of their writing.

 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 copy simple words and sentences (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- *Навчи мене писати! Зошит №. 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- Ukrainian alphabet cards

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.

Viewing

Students will be able to

6.2.5 view and understand simple, familiar events and representations in the learning environment

SAMPLE TEACHING AND LEARNING ACTIVITIES

Gallery Walk or Picture Wall

Prepare a gallery walk or develop a picture wall based on the theme being presented.

Videos

Students view videos (e.g., *У мімки Квімки*) based on the theme being studied.

Story Walk-through

Before reading a story to the class, walk through the illustrations to assist students in using illustrations to develop comprehension.

Field Trip Responses

Students participate in field trips where they view paintings, sculptures, plays, mimes, and dance presentations. Following the field trips, students each provide a personal response by

- painting a picture
- making a diorama
- presenting a puppet play

Viewing*Students will be able to***6.2.5** view and understand simple, familiar events and representations in the learning environment (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- view and understand simple, familiar events and representations in the learning environment?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to view and understand simple, familiar events and representations in the learning environment. 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 view and understand simple, familiar events and representations in the learning environment (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *У мітку Квітку* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.

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.

Representing

Students will be able to

6.2.6 create simple representations of familiar ideas, events, and information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling Clay

Have students use modelling clay to create representations. For example,

- create modelling clay sculptures *Я веселий/весела* or ones about a fairy tale.
- use modelling clay to form their names or other words, such as names of family members.

Illustrated Representations

Have students create illustrated representations. For example,

- prepare a picture display entitled “Моя родина.”
- create pictures after listening to a poem or song, using different media.

Photographic Representations

Have students create photographic representations. For example,

- prepare time lines about themselves, using photographs.
- take pictures of special events in class and on field trips, using a personal disposable camera.

Dramatic Representations

Have students dramatize a *Nova* dialogue.

Mobiles and Collages

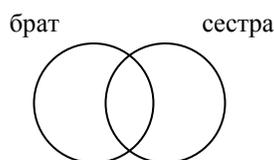
Students create mobiles about foods they enjoy, friends, family. They each prepare a collage of magazine pictures on a story, character or theme.

Surveys and Graphs

Students conduct surveys and graph their data.

Class Venn Diagrams

Students contribute to a class Venn diagram. For example,



Representing*Students will be able to***6.2.6** create simple representations of familiar ideas, events, and information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- create simple representations of familiar ideas, events, and information?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create simple representations of familiar ideas, events, and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Conferences

Discuss with the student the ideas represented and the form chosen. Encourage students on how they might further enhance their representations.

 Portfolios

Originals, photocopies, photographs or video recordings of students' work could be placed in portfolios, depicting the variety of representations.

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Modelling clay
- Graphic organizers (e.g., Venn diagrams [see sample blackline masters in Appendix D])
- Magazines

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 respond to tone of voice

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listen–Sketch–Draft

Students sketch their thoughts about whether this is a happy, sad or angry story as they listen to a story in Ukrainian. Then they share their sketches with partners and add ideas and details they have missed.

Emotions

In conjunction with the study of emotion, use one or two sentences and change inflection to reflect emotion. Students guess the emotion. This can be used as a charades game. Post various feelings with picture cues.

Illustrated Responses

Students respond appropriately to the teacher’s tone of voice by drawing pictures of a situation and adding one or two simple sentences to describe the situation (e.g., Я сумний/сумна, Я впав/впала [в болото]).

Conversations

Students look through magazines, cut out pictures and make up sentences of conversation corresponding to each picture, focusing on using appropriate tone of voice.

Register*Students will be able to***6.3.1** respond to tone of voice (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student
– respond to tone of voice?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to respond to tone of voice. 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 respond to tone of voice (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Stories from the series *Нова 1: Моя книга до читання й розмальовування 1–13*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1991.
- Magazines

General Outcome

6

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

6.3 Sociocultural/
Sociolinguistic
Competence

GRADE

1

Specific
Outcome

Idiomatic Expressions

Students will be able to

6.3.2 imitate age-appropriate idiomatic expressions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Conversation Time

Students engage in conversations about familiar topics during a daily conversation time set aside by the teacher.

Puppet Shows

Students create puppet shows about familiar stories or dialogues studied in class.

Literal and Figurative Meanings

Students compare the literal meaning with the figurative meaning of Ukrainian idiomatic expressions (e.g., “Не пхай свого носа до чужого проса,” meaning, “don’t stick your nose in other people’s business.”). Students draw a picture of the literal meaning and then give an example of when they could use that expression.

Extension: Students collect other idiomatic expressions used in their own families.

Idiomatic Expressions*Students will be able to***6.3.2** imitate age-appropriate idiomatic expressions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- imitate age-appropriate idiomatic expressions?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate age-appropriate idiomatic expressions. 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 imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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.

Variations in Language

Students will be able to

6.3.3 experience a variety of voices (e.g., male and female, young and old)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Videos

Students view Ukrainian videos or films that portray characters of all ages.

Guest Speakers

Invite guests to read to the class. These guests represent different ages, sexes, dialects and knowledge of the Ukrainian language (e.g., parents, grandparents, visitors from Ukraine).

Read-Aloud

When doing a read aloud to students of stories (e.g., *Червона шапочка* or *Троє поросят*), model the use of character voices.

Older Student Presentations

Invite older students to read to the class or present Grade 1 *Nova* dialogues.

Alternative Activity: Students use a listening centre developed by older students.

Variations in Language*Students will be able to***6.3.3** experience a variety of voices (e.g., male and female, young and old) (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- experience a variety of voices?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of voices. 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 experience a variety of voices (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Колобок*. Коваль О. Київ: Альтернативи, 1997.
- *Три свинки*. *Three Little Pigs*. Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Червона шапочка*. Slavutych, E., Turko, X. Edmonton, AB: Alberta Education, 1975.
- Ukrainian-speaking guests (e.g., parents, grandparents, visitors from Ukraine)
- Older Ukrainian students

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 Conventions

Students will be able to

6.3.4 use basic social expressions appropriate to the classroom

SAMPLE TEACHING AND LEARNING ACTIVITIES

Think-Aloud

Model thinking when using basic social expressions appropriate to the classroom. This will show students how to connect new experiences and ideas with prior knowledge (e.g., Добрий ранок, Дякую, Прошу, Чи я можу? До побачення, Будь ласка, Добрий день).

T-Chart

Through the use of a T-chart, identify appropriate, basic social expressions for the classroom. The teacher and students indicate specific descriptions of actual behaviours. Additional examples will be provided.

Role-Play

Students practise basic social expressions through role-playing.

Extension: Using puppets or skits, students can demonstrate their knowledge and understanding of social expressions in appropriate situations.

Practising Social Expression

Encourage students to practise using appropriate social expressions. For example,

- for birthdays, students make cards, write a greeting and sing *Многая літа*.
- before snack time or lunch time, students wish each other “смачного”

Social Conventions*Students will be able to***6.3.4** use basic social expressions appropriate to the classroom (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use basic social expressions appropriate to the classroom?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use basic social expressions appropriate to the classroom. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Puppets
- Graphic organizers (e.g., T-charts [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.

Non-Verbal Communication

Students will be able to

6.3.5 understand the meaning of and imitate some common non-verbal behaviours used in Ukrainian culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Think-Aloud

Model thinking when using common non-verbal behaviours used in Ukrainian culture. This will show students how to connect new experiences and ideas with prior knowledge.

Skits

Students create simple skits where they use both verbal and non-verbal behaviours (e.g., meeting someone for the first time and introducing themselves and others).

Greeting and Leaving

Model simple routine social interactions (e.g., greetings and leave-takings). Students practise these social interactions with their peers, using appropriate non-verbal behaviours (e.g., shaking hands).

Non-Verbal Communication*Students will be able to***6.3.5** understand the meaning of and imitate some common non-verbal behaviours used in Ukrainian culture (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- understand the meaning of and imitate some common non-verbal behaviours used in Ukrainian culture?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand the meaning of and imitate some common non-verbal behaviours used in Ukrainian 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 understand the meaning of and imitate some common non-verbal behaviours used in Ukrainian culture (see sample blackline master in Appendix E: Observation Checklist).

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

- 6.4.1** use simple cognitive strategies with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud)

SAMPLE TEACHING AND LEARNING ACTIVITIES**Songs**

Teach students to sing songs in Ukrainian (e.g., Barabolya [CD]) to enhance letter identification. Consider recording these songs and replaying them for students.

Flash Cards

Have students make their own flash cards. On one side of the flash card is the printed Ukrainian letter. On the other side is the English-sound spelling. Have students quiz each other, using the flash cards.

Language Experience Charts

Provide time for students to think about, expand and clarify ideas. After exploratory talk, scribe students' contributions. Students reread the chart upon completion, repeating after the teacher.

Cognitive*Students will be able to*

- 6.4.1** use simple cognitive strategies with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud) *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student

- use simple cognitive strategies with guidance, to enhance language learning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-Assessment Checklist and Goal-Setting

Create a simple 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 simple cognitive strategies with guidance, 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

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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 use simple metacognitive strategies with guidance, to enhance language learning (e.g., make choices about how they learn with the guidance of the teacher)

SAMPLE TEACHING AND LEARNING ACTIVITIES**Think-Aloud**

Choose a reading passage on a topic familiar to the student and at the student's instructional level. Follow the before-during-after process to focus on the use of simple metacognitive strategies that allow the student to construct meaning.

Listen–Think–Pair–Share

After listening to a story or viewing a video, students think about the experience or ideas, then share their understanding with a partner. They answer a checklist of metacognitive strategies provided by the teacher to see which strategy they used.

Making Connections

When teaching vocabulary, grammar or cultural information, have students make connections to previous knowledge on the topic. Record these connections in a class flowchart to show how the information is related to previous learning.

Cognitive*Students will be able to*

- 6.4.1** use simple cognitive strategies with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud) *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use simple metacognitive strategies with guidance, to enhance language learning?

☐ Checklist

Use a metacognitive reading checklist to determine which metacognitive strategies the student is using. Use this information to guide the student with further metacognitive strategies.

Metacognitive Reading Checklist

Ім'я: _____ Дата: _____

Визнач стратегії, які ти вживаєш перед, протягом і після читання.

Перед тим, як я розпочинаю читати, я ...

- ___ цікавлюся, хто є автором/авторами й ілюстратором/ілюстраторами книги.
- ___ передбачаю, про що буде книга.
- ___ думаю, навіщо письменник написав цю книгу.
- ___ визначаю власну ціль для читання.
- ___ ставлю запитання про дану книгу.

Під час читання я ...

- ___ вирішую, чи те, що я читаю, є змістовним.
- ___ перечитую й читаю незрозумілий текст.
- ___ намагаюся зрозуміти вжитий словниковий запас слів.
- ___ уявляю, що я читаю.
- ___ намагаюся дізнатися про персонажів.
- ___ передбачаю наступні події.
- ___ намагаюся відповісти на запитання.

Після читання я ...

- ___ знову думаю про прочитане.
- ___ намагаюся перевірити, чи мої передбачення були правильними.
- ___ відповідаю на власні запитання.
- ___ формую особисту думку про книгу.
- ___ запитую нові питання.
- ___ думаю про інші подібні книги.
- ___ роблю зв'язок з подіями в моєму житті.

SAMPLE RESOURCES

- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

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

Social/Affective

Students will be able to

6.4.3 use simple social and affective strategies with guidance, to enhance language learning (e.g., participate in patterned reading experiences)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Choral Reading

Select or compose a selection with appropriate rhymes and rhythm, language structures and vocabulary. Read the selection aloud to students as they follow along. They read the selection together. Discuss with students ways to use their voices effectively to make the selection more interesting. Model considerations such as volume, pace, and pitch.

Sharing with Others

Have students share their written work with each other or with students in another Ukrainian class. Encourage students to respond appropriately to the presentations of their peers.

Group Work

Divide students into groups to work cooperatively on a project. Have students assign group roles and work together to complete the assignment.

Social/Affective*Students will be able to*

- 6.4.3** use simple social and affective strategies with guidance to enhance language learning (e.g., participate in patterned reading experiences) *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use simple social and affective strategies with guidance to enhance language learning?

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 simple social and affective strategies with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-Assessment Checklist). Provide the social and affective strategies that can be used from the program of studies.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Stories from the series *Нова 1: Моя книга до читання й розмальовування 1–13*. Білаш О., та інші. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.

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

Interactive

Students will be able to

6.5.1 use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show and Tell

Individual students talk about an event in their lives or bring an object to show. They are encouraged to use Ukrainian as much as possible. They may, however, use words from their first language to get their meaning across.

Communication without Talking

Set aside a five-minute period where the class uses any means to communicate except verbal communication.

Matching Actions with Words

Model a variety of gestures associated with words in Ukrainian to aid comprehension. Have students imitate these actions as they repeat the words and phrases. Act out sentences and words, using these gestures to help students develop an understanding of the syntax patterns in Ukrainian (e.g., charades).

Group Singing

Have students sing songs with actions to assist language learning. For example,

- body – “Голова, плечі...”
- alphabet/grammar – “Маю кицю...”

Interactive*Students will be able to***6.5.1** use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple interactive strategies with guidance?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple interactive strategies with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple interactive strategies with guidance (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- Ukrainian action songs

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 use simple interpretive strategies with guidance (e.g., make connections between texts and prior knowledge and personal experience)

SAMPLE TEACHING AND LEARNING ACTIVITIES**Connect to the Text**

Prior to reading a story, students discuss the title and cover illustration. Students bring in artifacts and photographs to class that they think will connect to the text.

Expressing Understanding

Teach students simple strategies to indicate that they do not understand a given utterance (e.g., gestures, common verbal expressions in Ukrainian, facial expressions, intonation, pointing to or drawing a desired object, miming).

Prediction

Encourage students to make predictions about what they will hear or read based on textual cues such as titles and pictures. For example,

- students use a strategy: травень=трава=grass=May
- оркестр – students recognize the international word “orchestra”

Interpretive*Students will be able to***6.5.2** use simple interpretive strategies with guidance (e.g., make connections between texts and prior knowledge and personal experience) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple interpretive strategies with guidance?

 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 simple interpretive strategies with guidance (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 simple interpretive strategies with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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Productive

Students will be able to

6.5.3 use simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment)

SAMPLE TEACHING AND LEARNING ACTIVITIES

How To Illustrations

Using the *Nova 1* echo-acting routines as a model, students draw a series of illustrations to show how to complete simple and familiar procedures. The examples may include making a patterned necklace, using the telephone, signing out a library book or making cards for special occasions. Students add labels or captions to enhance the meaning.

A Positive Environment

Create a “language rich” environment in the classroom by posting important words, expressions and so on in a highly visible manner. Encourage students to refer to these words during their daily work.

Extension: Create and maintain a word wall that lists important vocabulary, cognates, and so on.

Extension: Have students design cards or small posters reflecting the vocabulary or expressions of the theme being covered. Post these cards and posters around the classroom (e.g., language ladders, Азбука).

Personal Dictionary

Have students create and maintain a personal dictionary of the words they are learning or want to learn in Ukrainian.

Productive*Students will be able to***6.5.3** simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment) *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student

- use simple productive strategies with guidance?

 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 simple productive strategies with guidance (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 simple productive strategies with guidance. 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 simple productive strategies with guidance (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Мій найкращий словник. Best Word Book Ever*. Scarry, R., Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications, 1992.
- *Дитячий словник. Ukrainian Heritage Dictionary*. Toronto, ON: Editions Renyi Inc., 1989.
- Word wall, posters, etc.

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 use simple cognitive strategies to enhance general learning (e.g., use models)

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Have students brainstorm what they know about a topic. Record the information in the K column of the KWL chart. Then students generate what they want to know in the form of questions. Record these in the W column of the KWL chart. After students have gathered information, they categorize, map and summarize what they learned in the L column.

Memory Aids

Have students memorize songs, chants, poems, nursery rhymes or small skits to help them remember critical vocabulary (e.g., Barabolya CD, *Nova 1* dialogue *Tamo cnumo*).

Encouraging Language Use

Before students leave the classroom, ensure that they say something in Ukrainian to you (e.g., до побачення, па па, до завтра). This is their ticket out of the classroom.

Cognitive*Students will be able to*

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., use models)
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use simple cognitive strategies to enhance general learning?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple cognitive strategies to enhance general 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 use simple cognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ», 2000.
- KWL charts (see sample blackline master 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

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Setting Goals

Guide students in setting goals that are attainable and appropriate. Use direct instruction to help students develop skills at setting goals.

Buddy Reading

Students participate in a buddy reading program with older students in the school. They practise reading a story for their older buddy.

Letters Home

Have students write a simple letter to their parents (based on a model or form) summarizing their learning for the month, term, or year. Encourage parents to respond to their children's letters.

Metacognitive*Students will be able to***6.6.2** use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple metacognitive strategies to enhance general learning?

 Conferences

Conference with students to observe if they use simple metacognitive strategies to enhance general learning. Use students' goals as the basis for the conferences.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple metacognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Sample letters

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

6.6.3 use simple social and affective strategies to enhance general learning (e.g., seek help from others)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Encouraging Others T-Chart

Develop a class T-chart to help students understand the concept of encouraging others. Students brainstorm for words that fit under each descriptor. Model and use role-play for guided practice. Have students practise using phrases that encourage others. For example,

- Час до роботи.
- Твоя черга.

Students can use these phrases to make inspiration posters for the classroom. Consider having students use computers to make these posters.

Role-Play

In a variety of role-play situations, have students practise strategies to enhance their learning (e.g., how to ask for help, how to ask for directions, how to ask for needed items, how to state that one does not understand/agree/like something).

Social/Affective*Students will be able to:*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., seek help from others). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- use simple social and affective strategies to enhance general learning?

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 simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-Assessment Checklist).

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- Computers (optional)
- Graphic organizers (e.g., T-charts [see sample blackline masters in Appendix D])

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 tell and draw about self and family, and appreciate own uniqueness

SAMPLE TEACHING AND LEARNING ACTIVITIES**Life-Size Tracings**

Help students make life-size tracings of each other. Each student then paints his or her own features and favourite clothing. Post the life-size tracings. Encourage students to write their favourite words, poems or stories on their own representation. The class can celebrate these tracings with a gallery walk.

Family Tree

Each student creates a family tree. Family members' names are printed on the leaves of the tree. After completing his or her tree, the student presents it to the class.

“Me” Box

Students decorate a large shoe box and label it the “My Box.” Have students take turns taking the box home to place in it things that are special about themselves. They prepare a sentence or two about each item and share the contents of the box with their classmates.

Understanding Self-Identity*Students will be able to***7.1.1** tell and draw about self and family, and appreciate own uniqueness (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- tell and draw about self and family, and appreciate own uniqueness?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to tell and draw about self and family, and appreciate own uniqueness. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students about their life-size tracings. Encourage them to share personal ideas and experiences and discuss their tracings. Provide positive feedback.

SAMPLE RESOURCES

- *Коли я сам. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Моя родина. My Family.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Large shoebox

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.

Developing Positive Self-identity

Students will be able to

7.1.2 understand and accept own importance as a person

SAMPLE TEACHING AND LEARNING ACTIVITIES**I'm Helpful**

Students draw pictures of themselves helping at home or at school. For example,

- Я допомагаю мамі.
- Я допомагаю татові.
- Я допомагаю в школі.

They prepare a sentence or two about the pictures and share this with classmates.

Self-Portraits

After a group discussion, a student draws three things that he or she can do or would like to do when he or she is older.

Why I am Important

Students draw and use words to create a class mural that shows why each student is important. Emphasize their roles in their family, the school, and the community.

Developing Positive Self-Identity*Students will be able to***7.1.2** understand and accept own importance as a person (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- understand and accept own importance as a person?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to understand and accept own importance as a person (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 understand and accept own importance as a person. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 12.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Помічники», с. 3–14.

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 Ukrainian Language and Culture

Students will be able to

7.1.3 participate in Ukrainian language and cultural activities and traditions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Music

Students learn about Ukrainian instruments, both historic and modern, through a presentation. If possible, have a guest demonstrate how the instrument is played for the class.

Extension: Students learn and sing a traditional Ukrainian Christmas carol.

Cooking

Students prepare a dish for a traditional Christmas Eve supper.

Easter Celebrations

Have students participate in various Easter activities. For example,

- prepare a mural of an Easter basket by colouring and labelling traditional Easter foods
- learn the words and actions to an Easter dance (раївки) and perform it during an Easter celebration at the school

Valuing Ukrainian Language and Culture*Students will be able to***7.1.3** participate in Ukrainian language and cultural activities and traditions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– participate in Ukrainian language and cultural activities and traditions?

 Conferences

Discuss with students their participation in the varied Ukrainian language cultural activities and traditions. Note students' attitudes toward the activities and traditions and give feedback.

 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 participate in Ukrainian language and cultural activities and traditions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- Guest musician

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

1

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to

7.1.4 participate in classroom, school, and community cultural activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Museum

Students visit a Ukrainian museum (e.g., Ukrainian Canadian Archives and Museum of Alberta).

Extension: Students attend a Feast of Jordan celebration at the Ukrainian Cultural Heritage Village.

Ukrainian Dance Concert

Students attend a Ukrainian dance concert by a dance ensemble.

Alternative Activity: Students participate in Ukrainian community events with their families. They share their experiences with their classmates.

Classroom Talent Show

Students present a classroom talent show featuring what they have learned in other Ukrainian organizations or ensembles (e.g., music, drama).

Extension: Students perform for a senior's home.

Show and Tell

Students bring in a variety of artifacts that they have at home or from their grandparents. They share the artifacts with the class and present any symbolism associated with the items.

Valuing Bilingualism/Multiculturalism*Students will be able to***7.1.4** participate in classroom, school, and community cultural activities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in classroom, school, and community cultural activities?

 Learning Logs

Have students write comments or draw pictures in their Learning Logs about how they participated in cultural activities. Encourage students to record their reflections. Give them the option of sharing their reflections in a group response time.

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in classroom, school and community cultural activities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Resources in the local Ukrainian community
- Ukrainian museums (e.g., Ukrainian Canadian Archives and Museum of Alberta, Ukrainian Cultural Heritage Village)

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 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (e.g., Christmas, Easter)

SAMPLE TEACHING AND LEARNING ACTIVITIES**Pysanka**

Students watch the video *Pysanka* and then draw a *pysanka* on paper, using their favourite designs.

Extension: Students create a *pysanka* by using simple traditional patterns and motifs.

St. Nicholas

Students sing and recite a poem for St. Nicholas during a concert in his honour.

Wood Carvings

Students view wood carvings (e.g., jewellery boxes, picture frames). Afterward, students recreate their own design on plastic foam and make a print.

Easter Celebration

In preparation for an Easter celebration in the school, students make a колач. They learn vocabulary associated with the making and baking of the Easter bread (e.g., тісто, пташки, квіти, хрест).

Extension: Students learn and perform an Easter dance “гаївки.”

Historical Elements*Students will be able to*

- 7.2.1** participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (e.g., Christmas, Easter) *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student

- participate in activities and experiences that reflect traditional elements 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 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Пісні для дітей*. Slavutych, Y., Wawryniuk, E. (comps.). Winnipeg, MB: Ukrainian Educational Council, 1974.
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Pysanky on Paper. An Activity Book for Children*. Brander, J. Richmond, VA: Bluenose Press, 1997.
- *A Kid's Guide to Decorating Ukrainian Easter Eggs*. Perchyshyn, N. Minneapolis, MN: Ukrainian Gift Shop, Inc., 2000.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Pysanka, the Ukrainian Easter Egg* (videocassette). Nowytski, S. (prod.). Minneapolis, MN: Filmart Productions.
- Sample Ukrainian wood carvings

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

1

Specific Outcome

Contemporary Elements

Students will be able to

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

In the Community

Encourage students to bring in posters with Ukrainian text of community events. Encourage them to attend Ukrainian concerts in the community.

Ukrainian Art

Students look at pictures by contemporary Ukrainian artists. During art periods, students listen to music by a variety of contemporary Ukrainian artists.

Objects from Ukraine

Have students look at a Ukrainian children's magazine and view and compare calendars from Ukraine and Canada.

Audio Library

Establish an audio library with a variety of music and stories that students can borrow and listen to at home. Students share their favourite selections or post the titles on a poster.

Similarities Between Past and Present

Have students draw pictures in their journals about the similarities between the historical and contemporary elements of the Ukrainian language, culture and traditions. Encourage students to write their reflections and share these in a group response time.

Contemporary Elements*Students will be able to***7.2.2** participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in activities and experiences that reflect contemporary elements 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 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-Assessment Checklist

Use the checklist to determine whether students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

- *Снігуронька. Російська народна казка* (книжка-іграшка з висічкою). Київ: Школа, 1999.
- Ukrainian children's magazines (e.g., *Зернятко*, *Веселка* and *Промінь*)

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

1

Specific Outcome

Diversity

Students will be able to

7.2.3 experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Embroidered Blouses

Students view two different embroidered blouses and discuss the difference in design, pattern, and colour.

Extension: Students view pictures or actual costumes native to various regions of Ukraine.

Pysanky

Students view actual *pysanky* or pictures of *pysanky* and understand that different regions have unique designs and elements.

Guest Speakers

Invite guest speakers from different communities to the class so that students have the opportunity to hear different voices and dialects.

Diversity*Students will be able to***7.2.3** experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture?

 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 linguistic/cultural elements of diverse origins from within the Ukrainian language and culture (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 experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Ukrainian children’s magazines (e.g., *Малятко*, *Веселка*, and *Промінь*)
- *Український народний одяг. Ukrainian Folk Costume*. Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach M. J. (illustrators). Toronto, ON: University of Toronto Press, 1992.
- *Meet the Pysanka. Color Them Pretty*. Kastl, H. L. St. Louis, MO: E & R Printing Co., 1987.
- Guest speakers

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.

Change

Students will be able to

7.2.4 illustrate that change occurs in one's immediate environment

SAMPLE TEACHING AND LEARNING ACTIVITIES

Changing Traditions

Students learn that some Christmas traditions have changed (e.g., tossing the first spoonful of кутря onto the ceiling, Christmas carolling).

Extension: Students interview grandparents on how they celebrated special occasions.

Our Community Then and Now

Students visit a local Ukrainian or other museum and compare buildings then and now (e.g., school houses).

Alternative Activity: Students explore pioneer furniture by studying pictures in the book *Ukrainian Pioneer Furniture* and comparing the pioneer furniture to contemporary furniture.

Personal Timelines

Students prepare personal timelines, using photographs from home. These can be shared and discussed using their native language involving key Ukrainian words.

Class Timelines

Have students work together to create a timeline that illustrates how the class has changed throughout the year.

Change*Students will be able to***7.2.4** illustrate that change occurs in one's immediate environment (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student

- illustrate that change occurs in one's immediate environment?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to illustrate that change occurs in one's immediate environment (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 illustrate that change occurs in one's immediate environment (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE **RESOURCES**

- *Ukrainian Pioneer Furniture*. Kluchko, H. Toronto, ON: Ukrainian Museum of Canada, Ontario Branch, 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.

Positive Group Membership

Students will be able to

7.3.1 develop a special awareness and concern for classmates using familiar Ukrainian vocabulary

SAMPLE TEACHING AND LEARNING ACTIVITIES**Celebration Wall**

Set up a celebration wall where students post sketches, poem bouquets or statements that highlight ways they were helped and how they helped someone else. Review and update the wall display periodically. Ensure that every student has had something in his or her honour on the celebration wall.

Warm Fuzzies

Write a simple “warm fuzzy” note for a different student once a week. Encourage other students to write “warm fuzzy” notes to others in the class and post them on the notice bulletin board.

Being a Good Friend

Students create a chart that shows what a good friend looks like, acts like and sounds like (e.g., shows concern for others, is helpful).

Student of the Week

Set up a Student of the Week program. The student chosen as the Student of the Week is interviewed by classmates regarding his or her interests, hobbies, and favourite activities.

Positive Group Membership*Students will be able to***7.3.1** develop a special awareness and concern for classmates (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- develop a special awareness and concern for classmates?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to develop a special awareness and concern for classmates. 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 develop a special awareness and concern for classmates (see sample blackline master in Appendix E: Observation Checklist).

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

1

Specific
Outcome

Appreciating Diversity

Students will be able to

7.3.2 explore diversity in the school and within own family

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Roles

Students contribute ideas on family routines and rules and discuss how each member has a role and different responsibilities within the family.

Birthday Traditions

Students discuss their family's birthday traditions and note the different ways that students in the class celebrate.

Likes and Dislikes Survey

The class invites other classes in the school to express their likes and dislikes through picture surveys. Students build a graph, then make comparisons to their own class chart.

Ukrainian Day

Have students organize, participate in and attend school-wide cultural celebrations (e.g., Ukrainian Day, Celebrate Your Culture Day). Have students share what they have learned about Ukrainian culture with the rest of the school in various cultural displays and demonstrations.

Electronic Presentations

Divide students into groups and have them collect information on Ukrainian culture and create an electronic presentation (e.g., a slide show or website). Their presentations should cover different aspects of Ukrainian culture.

Appreciating Diversity*Students will be able to***7.3.2** explore diversity in the school and within own family (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore diversity in the school and within own family?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore diversity in the school and within own family. 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 diversity in the school and within own family (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

- School cultural celebrations
- Presentation or website software

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

1

Specific
Outcome

Appreciating Similarity

Students will be able to

7.3.3 explore similarities between self and peers and within own family

SAMPLE TEACHING AND LEARNING ACTIVITIES

Common Interests

Working with students, develop a survey on common interests. Students complete the survey, then tabulate the results with the teacher. The class creates a master chart of common interests.

My Family ...

Have students create a booklet or poster that shows the different things their families like to do and descriptions of what their families are like.

My Class ...

Have students create a booklet or poster that shows the different things that all students in the class like to do and descriptions of what their class is like.

Appreciating Similarity*Students will be able to***7.3.3** explore similarities between self and peers and within own family (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- explore similarities between self and peers and within own family?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore similarities between self and peers and within own family. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore similarities between self and peers and within own family (see sample blackline master in Appendix E: Observation Checklist).

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

1

Specific
Outcome

Contributing to Community

Students will be able to

7.3.4 participate in, cooperate in, and contribute to classroom and school activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Helper

Throughout the year, each student will have the opportunity to be a helper for

- returning library books
- delivering the attendance sheet to the office
- passing out and collecting materials
- being a leader to the music room or gymnasium
- placing the recycle bin in the hallway

School Clean-up

Students participate in a school and playground clean-up.

School Concert

Students participate in a school concert or evening class showcase.

Contributing to Community*Students will be able to***7.3.4** participate in, cooperate in, and contribute to classroom and school activities
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– participate in, cooperate in, and contribute to classroom and school activities?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in, cooperate in and contribute to classroom and school activities. 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 participate in, cooperate in, and contribute to classroom and school activities (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

- Teacher-prepared chart for student helpers

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

1

Specific
Outcome

Responsible Citizenship

Students will be able to

7.4.1 demonstrate personal and social responsibility in the classroom and school

SAMPLE TEACHING AND LEARNING ACTIVITIES

Keeping the Classroom Clean

Students draw posters, demonstrating what a responsible student says and does. Encourage students to be responsible by keeping the classroom clean. For example,

- independently pick up paper and crayons found on the floor
- keep items in the class organized
- maintain organized desks

Helping and Encouraging Others

Encourage students to demonstrate responsibility and caring. For example,

- help a classmate experiencing difficulty in completing an assignment
- volunteer names of peers who demonstrated acts of kindness

Borrowing Library Books

Students participate in borrowing books from the library. They learn what their responsibility is in caring for and returning the books.

Your Job–My Job

Working with students, create a chart indicating responsibilities for Your Job–My Job.

Responsible Citizenship*Students will be able to***7.4.1** demonstrate personal and social responsibility in the classroom and school
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate personal and social responsibility in the classroom and school?

 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 demonstrate personal and social responsibility in the classroom and school (see sample blackline master in Appendix E: Self-Assessment Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate personal and social responsibility in the classroom and school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Teacher-prepared chart of responsibilities for Your Job–My Job

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 own and others' contributions to a group

SAMPLE TEACHING AND LEARNING ACTIVITIES**Two Stars and a Wish**

Have students reflect on group activities and make two positive comments on their own and others' contributions to a group. They then state one wish or suggestion for improving group process.

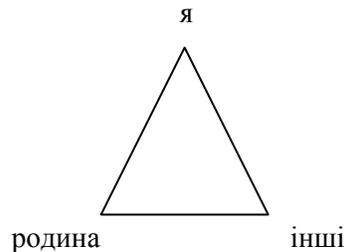
Encouraging Recognition

Encourage students to recognize the contributions of other students. For example,

- thank a classmate for finding his or her missing pencil
- identify a positive behaviour of a classmate
- applaud a classmate's presentation

Character Education

Students explore characteristics such as responsibility, friendship and punctuality. They refer to the accompanying triangle that is posted in the classroom.



Interdependence*Students will be able to***7.4.2** recognize own and others' contributions to a group (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize own and others' contributions to a group?

 Learning Logs

Have students complete a peer-assessment and self-reflection following group work. Consider supplying some of the following prompts for students:

- Сьогодні _____ допоміг/допомогла мені.
- Мені подобалося, коли _____.
- Сьогодні я допоміг/допомогла _____.

 Peer-Assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to recognize own and others' contributions to a group (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE RESOURCES

- Pre-made character education triangles

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

1

Specific
Outcome

Intercultural Skills

Students will be able to

7.4.3 work and play with others who are different, and recognize that rules can be different for different people

SAMPLE TEACHING AND LEARNING ACTIVITIES

Health Differences

Discuss how some children have allergies and how important it is to respect this and show concern for those children's safety. Discuss other health-related differences and what students can do to accommodate students with these issues.

Changing Partners

Provide opportunities for students to choose partners and intentionally pair students together who do not usually play or work together.

Individual Needs

Discuss how each student is different and has different needs (e.g., must sit close to the board, must wear extra clothing when it is cold, cannot use a chalkboard due to allergies).

Intercultural Skills*Students will be able to***7.4.3** work and play with others who are different, and recognize that rules can be different for different people (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- work and play with others who are different, and recognize that rules can be different for different people?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to work and play with others who are different, and recognize that rules can be different for different people. 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 work and play with others who are different, and recognize that rules can be different for different people (see sample blackline master in Appendix E: Observation Checklist).

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

1

Specific
Outcome

Future Opportunities

Students will be able to

7.4.4 share or demonstrate personal strengths and areas for further development

SAMPLE TEACHING AND LEARNING ACTIVITIES

Goal-Setting

Student will be aware of how to develop strengths and improve their weaknesses by using a goal-setting sheet to set goals. These goals can be initially generated by the class and guided by the teacher. Every week, students have an opportunity to set goals and explain how they plan to achieve them.

Learning Logs

Students maintain a Learning Log to help them reflect on their learning and areas of strength and weakness and to set goals for future learning.

Group Sharing

Divide students into groups and have them discuss the following:

- Я здібний/здібна...
- Мені потрібна допомога з...
- Було б добре, якби я могла/міг...

Future Opportunities*Students will be able to***7.4.4** share or demonstrate personal strengths and areas for further development
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- share or demonstrate personal strengths and areas for further development?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share or demonstrate personal strengths and areas for further development. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students to encourage them to share their personal strengths and focus on areas for further development. Provide feedback and encouragement.

SAMPLE RESOURCES

- Learning Logs
- Goal-setting sheets