

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

**1.1** Discover and Explore

**Express Ideas**

*Students will be able to*

**1.1.1** describe personal observations, experiences, and feelings

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Hobby Talk**

With teacher's assistance at circle time, students talk about their hobbies and collections, using the plural form of nouns (e.g., Я збираю гокейні картки. Це мої гокейні картки. Я їх маю багато.).

**Extension:** As a group, students listen to music, watch videos or slides, or look at pictures and then describe feelings related to their listening and viewing.

**Scientific Observations**

Students observe the growth of a plant. They each keep a daily record of its growth, then illustrate and label their observations (e.g., Як росте квасоля/фасоля?).

**Journal Writing**

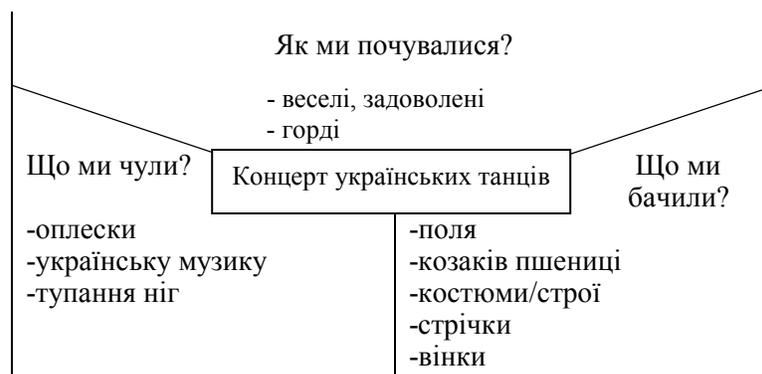
Students watch a video and, using sentence starters, write in their journals about their favourite parts or exciting events. They share their journal entries with a partner.

**Час на розмову**

Students participate in a daily activity called Час на розмову and talk about what they did on the weekend or previous evening. Alternatively, give a homework topic in which everyone must present an oral sentence on the following day (e.g., Моя родина).

**Y-Chart**

During and after listening to a text, students sketch their observations, then share with a partner. They may also share their personal observations and feelings about a Ukrainian dance concert they attended. Student observations and feelings are recorded on a class Y-chart. For example,



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

Does the student

- describe personal observations, experiences and feelings?

 **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 describe personal observations, experiences and feelings (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 describe personal observations, experiences and feelings. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to describe personal observations, experiences and feelings (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998.
- Y-chart (see sample blackline master in Appendix D)

*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** consider others' ideas and observations to develop own personal understanding

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Picture Response

Students draw or sketch pictures to show how they feel about a specific topic introduced and discussed in class. They share their drawings in small groups. After their sharing, students add further details to their pictures.

### Ми співпрацюємо

After participating in a group or paired activity, students record what they learned. This can be done in booklets entitled “Ми співпрацюємо” that can be added to once a week, or on a bulletin board of cutouts on which students place their observations.

### Sharing Circle

Invite students to share their ideas about a topic of interest during a sharing circle activity. Every student is encouraged to speak and students are given time to reflect on what others have said.

### Role-Play

Working in small groups, students assume roles to act out situations that involve considering others' ideas (e.g., what game to play during recess, what to do after school).

### Survey Scavenger Hunt

Introduce students to the language and pronunciation of a series of survey questions, then invite them to conduct a student scavenger hunt. Surveyors complete a form with statements in Ukrainian. For example,

Знайди ту особу, яка	Підпис
1. не любить котів	
2. любить грати в гокей	
3. любить дощ	

### Email Sharing

Students email another Ukrainian class with teacher's support, posing simple questions and sharing responses about a particular topic.

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

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

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

Does the student

- consider others' ideas and observations to develop own personal understanding?

 **Observation Checklist**

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

Ім'я учня/ учениці	Слухав/ла	Ставив/ла запитання	Охоче спілкувався/лася українською мовою	Дотримувався/ лася вимог завдання

 **Anecdotal Notes**

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

 **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to consider others' ideas and observations to develop own personal understanding (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998.

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

**Experiment with Language**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Personal Timelines**

Share a personal timeline of memorable experiences or milestones and invite students to create personal timelines that depict memorable milestones in their lives. These milestones may be accompanied by personal sketches showing how students felt (Moline, 1995).

**Extension:** Students record memorable experiences and events in their journals or Learning Logs, using the sentence starters provided.

**Field Trip Photo Essay**

During a field trip, use a digital camera to take pictures. Students can use the pictures to prepare a photo essay by arranging the photographs and writing captions about the field trip.

**Alternative Activity:** Invite students to share what they learned and what they found interesting from a recent field trip. These ideas are recorded on sheets that are posted in the classroom. Students use these ideas to help them complete a field trip summary sheet. They may include illustrations with accompanying captions.

**Extension:** Invite students to bring personal photographs from home that show memorable experiences and events. They write captions for these photographs and post them in the school or classroom.

**5 Ws**

After a holiday or long weekend, students are asked to prepare answers in Ukrainian, in note form, to respond orally in class. Each student writes the five Ws on a piece of paper. They find a partner and proceed to ask or answer one of the questions (e.g., *Хто? Що? Де? Коли? Чому?*).

**Extension:** Students use a 5W chart as a news planner in preparation for sharing personal news. This may be shared orally or in writing for a class newsletter.

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

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

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

Does the student

- experiment with language to express feelings, and talk about memorable experiences and events?

**Conferences**

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

**Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to experiment with language to express feelings, and talk about memorable experiences and events (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to experiment with language to express feelings, and talk about memorable experiences and events (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Читання учням вголос
  - Щоденні мовні вправи—Мовні ігри, Народня творчість
  - Таблиці мовного досвіду
  - Розповіді за порядком
  - Щоденник
  - Письмові вправи
  - Навчальні куточки
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- Digital or disposable camera

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

**Express Preferences**

*Students will be able to*

**1.1.4** explain why an oral, print, visual, or multimedia text is a personal favourite

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Animated Cartoon or Movie**

Students view a short animated cartoon or movie in Ukrainian. Together with the teacher, they share what they enjoyed about the cartoon or movie and record these ideas on poster paper. Elements such as characters, music, and storyline should be addressed. Using this vocabulary and sentence starters, students discuss their favourite animated movie with a partner. For example,

- Мій улюблений мультфільм \_\_\_\_\_.
- Мій улюблений персонаж \_\_\_\_\_.
- Мені сподобався цей мультфільм тому, що \_\_\_\_\_.

**Favourite Websites**

Students bookmark their favourite websites about a topic and then create a Ukrainian poster that advertises the websites, emphasizing why these sites are favourites.

**Favourite Ukrainian Books**

Students bring favourite Ukrainian books to class for a special display entitled “Наші улюблені книжки.” They choose favourite Ukrainian books from the library and create advertisements for them, using illustrations, words and short phrases. The advertisements are then posted on the bulletin board in the library. Students use vocabulary lists in the classroom from a brainstorming activity to assist them in creating advertisements to promote their books.

**Extension:** Students write simple book reports on favourite books, using sentence starters (e.g., “My favourite part of this book was \_\_\_\_\_. The main character was \_\_\_\_\_.”). They share these book reports with their classmates.

**Extension:** Students each create a new cover for a favourite Ukrainian book or story.

**Favourites Graph**

Set up a graphing activity to record what students identify as a favourite oral, literary, or media text of the week. Discussion follows about why these texts are favourites.

**Sketching Favourites**

Students sketch their favourite scene from a story they have heard, read or viewed. They display and give simple reasons for choosing the story and scene as their favourite, using vocabulary reviewed in class.

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

- 1.1.4** explain why an oral, print, visual or multimedia text is a personal favourite.  
(continued)

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

Does the student

- explain why an oral, print, visual, or multimedia text is a personal favourite?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explain why an oral, print, visual, or multimedia text is a personal favourite (see sample blackline master in Appendix E: Observation Checklist).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to explain why an oral, print, visual, or multimedia text is a personal favourite (see sample blackline master in Appendix E: Self-Assessment Checklist).

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explain why an oral, print, visual, or multimedia text is a personal favourite. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Самостійне читання мовчки.
- Computers with Internet access
- Ukrainian websites (e.g., <[www.brama.com](http://www.brama.com)>, <[www.infoukes.com](http://www.infoukes.com)>)

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

**Set Goals**

*Students will be able to*

**1.1.5** develop a sense of self as reader, writer, and illustrator

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Reading Records**

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

Місяць: _____
Ім'я: _____
1. Цього місяця я прочитав/ла _____ книжку/книжки/книжок.
2. Я поділився/лася _____ книжкою/книжками з моїми однокласниками.
3. Наступного місяця я прочитаю _____ книжку/книжки/книжок.
4. Наступного місяця я поділюся книжкою/книжками з _____.
5. Коли я читаю, я добре вмю _____.
6. Я хочу краще _____.
Учительські коментарі:

**Reading Strategies**

Post strategies of effective readers so students can use these for setting goals (e.g., Я розглядаю малюнки й фотографії, щоб зрозуміти текст.).

**Success Posters**

Following a discussion of behaviours that promote academic success, students with teacher's support create and display posters or bookmarks that describe successful listeners, speakers, readers, writers, viewers, and illustrators.

**Set Goals**

*Students will be able to:*

**1.1.5** develop a sense of self as reader, writer and illustrator. *(continued)*

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

Does the student

- develop a sense of self as reader, writer, and illustrator?

 **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 develop a sense of self as reader, writer and illustrator (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 develop a sense of self as reader, writer, and illustrator. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

 **Conferences**

Meet with students to determine how they are developing a sense of self as reader, writer and illustrator. These interviews may need to be conducted in English. Students may be asked to:

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

SAMPLE **RESOURCES**

- *Pinka*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- Reading records

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

**Develop Understanding**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****View and Discuss**

After viewing a variety of photographs, posters or pictures, students with teacher's support discuss similar activities or feelings. For example,

- Я так почувався/лася, коли ...
- Наша школа ...
- Моя мама має таку працю ...

For example, after listening to a story, one student might share his or her feelings of being afraid of the grandma's neighbour. This might remind another student about his or her feelings when he or she first started to play hockey, and so on.

**Preparing for Fall**

After reading and rehearsing the *Nova 3* dialogue 2 *Осінні роботи*, students describe their own experiences of how they prepare for fall.

**Extension:** Bring into class a collection of pictures and tools used for harvesting food. Students share what they know about these objects, make predictions, and record new ideas and vocabulary.

**Connected Words**

Students are given six to nine words and asked to identify the relationship between the words in the cycle (e.g., капуста, морква, яблука, осінь, город, робота, помагати [осінні роботи]). They may work with a partner to discuss the connections they made between the words.

**KWL Chart**

Working in small groups, students with teacher's support complete a KWL chart prior to, during, and after the study of an assigned topic in class.

**Word or Picture Splash**

Students examine and discuss a collection of words and pictures related to a text or topic they will be studying in class. They make predictions about the text and share their personal knowledge and experiences about the topic with their classmates.

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

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

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

Does the student

- examine how new experiences, ideas, and information connect to prior 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 examine how new experiences, ideas, and information connect to prior knowledge and experiences (see sample blackline master in Appendix E: Observation Checklist).

**Learning Logs**

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

**Anecdotal Notes**

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

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Повтор-імітації
  - Читання учням вголос
  - Таблиці мовного досвіду
  - Щоденник
  - Письмові вправи
- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- KWL chart (see sample blackline master in Appendix D)
- Pictures of fall and harvest

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

3

Specific Outcome

**Explain Opinions**

*Students will be able to*

1.2.2 explain new experiences and ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Hobbies**

After reading the story *Xoби*, students can bring in and share their hobbies. They can then discuss with teacher's support what their hobby would be if they had to pick a new hobby.

**New Games**

Students talk about learning to play a new game at recess or make a variation of a game they are familiar with. They can then use a Venn diagram to compare the old version with the new version.

**Community Field Trips**

After a study of community workers, students participate in a variety of field trips to become familiar with the jobs performed by these workers (e.g., visit a post office, newspaper, store, police station). They each write a simple paragraph about what they want to be when they grow up, giving two or three reasons to support their choice.

**Word Wall**

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

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

Does the student

- explain new experiences and ideas?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explain new experiences and ideas (see sample blackline master in Appendix E: Observation Checklist).

 **Informal Observation**

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

 **Conferences**

Confer with students one-on-one. They explain their understanding of new concepts covered in class.

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Навчальні куточки
  - Щоденні мовні вправи—загадки
  - Таблиці мовного досвіду
  - Щоденник
- *Нова 3: Читанка-сходінка. Один день з мого життя.* Білаш О., Бондарчук Р., Фодчук М. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.
- Venn diagram (see sample blackline master in Appendix D)

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**Combine Ideas**

*Students will be able to*

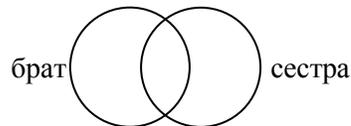
**1.2.3** arrange ideas and information in more than one way to make sense for self and others

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Recipes**

Students with teacher's support use illustrations, labels or hands-on materials to explain how to prepare their favourite foods (e.g., Взяти каструлю). They present their work in class.

**Survey/Venn Diagram**

Students prepare simple survey questions to determine the number of brothers and sisters their classmates have. After gathering the data, they use a Venn diagram to input data from the survey. They summarize the data in a chart.



Other survey topics may include:

- eye colour — колір очей
- favourite books — улюблені книжки
- favourite fruit — улюблені фрукти
- favourite movies — улюблені фільми

Мають брата/сестру	Не мають брата/сестри

**Story Maps**

After having a number of different story maps modelled in class, students work in small groups to read, listen to or view a story and then present with teacher's support the study, using one of the story maps modelled.

**Graphic Organizers**

Help students understand that information can be displayed in a number of ways by modeling the use of graphic organizers (e.g., Venn diagrams, webs, mind maps, and herringbone maps). Students practise organizing information from familiar texts, using a variety of graphic organizers.

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

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

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

Does the student

- arrange ideas and information in more than one way to make sense for self and others?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to arrange ideas and information in more than one way to make sense for self and others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Portfolios**

Students select work samples that show different ways they have arranged ideas and information. They include reasons for choosing each work sample using self-assessment sheet.

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Проблемні запитання, Народня творчість
  - Навчальні куточки.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- Graphic organizers (e.g., mind maps, webs, herringbones, Venn diagrams [see sample blackline master in Appendix D])

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

**Extend Understanding**

*Students will be able to*

**1.2.4** ask questions to clarify and extend understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Essential Questions**

Students assist the teacher in drafting a list of essential questions on a variety of survival themes (e.g., Де туалет/лазничка/фонтан? О котрій годині обід? Чи ви можете повторити?).

Using Ukrainian, students ask questions during incidental conversations. For example,

- Коли буде перерва?
- Що ми будемо робити?
- Куди ми йдемо?
- Де мій олівець?
- Хто написав цю книжку?
- Чому Зенко плаче?

**20 Questions**

Invite students to practise asking questions by playing 20 Questions. A student brings in an object and says, “Угадай, що я маю.” Others must ask questions about the object to guess what it is. These can also be objects that are part of the unit of study.

**Interviewing**

Students prepare interview questions with teacher’s support for Ukrainian-speaking people about their jobs (e.g., community and government employees or family members).

**Extension:** Students generate interview questions with teacher’s support on specific topics or themes for use in interviewing other Ukrainian bilingual students, classmates, teachers, family members or Ukrainian-speaking members in the community. Students may record their interviews for presentation.

**Guess Who?**

Review vocabulary to describe the physical characteristics of a person (e.g., hair colour, eye colour). Students practise asking questions about physical appearance. For example,

- Чи в нього сині очі?
- Чи в неї коричневе волосся?
- Чи він носить окуляри?

They practise vocabulary and asking questions by playing the board game *Guess Who?*

**Extend Understanding***Students will be able to:***1.2.4** ask questions to clarify and extend understanding.**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- ask questions to clarify and extend understanding?

 **Observation Checklist**

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

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to ask questions to clarify and extend understanding. 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 ask questions to clarify and extend understanding (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Guess Who?* board game by Milton Bradley
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Ukrainian-speaking guests or people in the community

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

**Prior Knowledge**

*Students will be able to*

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

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Before, During, and After

Before listening to, reading or viewing a text, students make sketches of predictions. During the text, they record their observations under the teacher's guidance. After listening to, reading or viewing the text, they draw conclusions. They might use a chart for the activity. For example,

Перед читанням	Під час читання	Після читання

**Extension:** After a reading or viewing exercise, students share stories about their own experiences.

#### Pre-reading

Before reading a new story, students, working in small groups, are given three questions to activate their prior knowledge (e.g., if reading *Рукавичка*, ask students *Яких тварин, які живуть в лісі ви знаєте?* or *Чи ви були коли-небудь в лісі взимку?*).

#### KWL Chart

At the onset of a new theme or topic, invite students to contribute their knowledge and experiences to a class KWL chart.

#### Title Pages

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

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

- 2.1.1** make connections 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?

**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).

**Conferences**

Discuss the connections students make among prior knowledge, personal experiences and the text. Interview students, posing questions such as the following:

- Яка тема книжки?
- Що тут станеться/відбудеться?
- Чому ти вважаєш, що це станеться?
- Що ти знаєш про цю тему?
- Чи з тобою колись відбувалося/сталося щось подібне?
- Чи це нагадує тобі іншу книжку/інший текст?

**SAMPLE RESOURCES**

- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 3 На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Фізичне реагування на вказівки
  - Розповіді за порядком
  - Щоденник
  - Самостійне читання мовчки
- KWL chart (see sample blackline master in Appendix D)

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

**Comprehension Strategies**

*Students will be able to*

**2.1.2** make and confirm predictions and inferences, and draw conclusions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Predictions from Illustrations**

Invite students to study the illustrations from a new *Nova* dialogue that they will be studying. They make predictions, based on the illustrations, on what the dialogue will be about. After students have shared their ideas and predictions, read the script and confirm students' predictions.

**Video Predictions**

While viewing a video, students with teacher's support predict what might happen next. Having viewed the video, and using sentence starters provided by the teacher, students discuss their predictions and draw conclusions. For example,

- Я думав/ла, що...
- Тепер я знаю, що...

**Predicting from the Title**

Before reading a new story, the class discusses the title and predicts what the story might be about. Then show only the pictures. Students can draw conclusions and make inferences, then sketch and label their predictions and conclusions.

**Story Predictions and Confirmation**

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

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

**Comprehension Strategies***Students will be able to***2.1.2** make and confirm predictions and inferences, and draw conclusions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- make and confirm predictions and inferences, and draw conclusions?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to make and confirm predictions and inferences, and draw conclusions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Learning Logs**

After viewing the video, students reflect on the process of predicting what might have occurred next as well as whether or not their prediction was correct. They then write with teacher's support about their comprehension processes. These entries may be open ended or structured according to framed sentences. For example,

- Коли я переглядаю \_\_\_\_\_.
- Це допомагає мені \_\_\_\_\_.
- Я краще розумію, коли я \_\_\_\_\_.

 **Conferences**

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

- Why did you choose this text?
- What predictions did you make?
- Did you change your mind? Why?

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

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to make and confirm predictions and inferences, and draw conclusions (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком
  - Щоденні мовні вправи—загадки
  - Навчальні куточки
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

*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 paragraphing and indentation, to construct and confirm meaning

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Comprehension Strategies

Students talk about what they do when they come to a word they do not know. For example,  
Student 1: I look at the picture on the page and see if that helps.

Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word is.

Student 3: I try to sound the word out first – especially if it’s a word that’s easy to sound out.

From this discussion, draft a list of strategies in Ukrainian, along with the posters, and post them in the classroom.

### Examining Punctuation

Students read a passage that has no punctuation or quotation marks. Individually, they add punctuation and quotation marks where appropriate. They then form small groups, read their punctuated passages and discuss how the meaning of the passage changes because of the punctuation and its placement with teacher’s support.

**Extension:** To find out what a character said to another character in a story, students look for the words in quotation marks and highlight them with a highlighter pen.

**Extension:** After silent reading, students reflect with teacher’s support and comment on the types of punctuation marks they notice and how the punctuation marks add meaning to the story.

### Textual Cues

Model how textual cues (e.g., titles, headings, tables of contents, glossaries, indexes, illustrations, graphics, and signal words) help construct meaning. Students work in small groups and practise using textual cues when reading a new text.

**Textual Cues***Students will be able to*

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

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use textual cues, such as paragraphing and indentation, to construct and confirm meaning?

**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 paragraphing and indentation, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

**Conferences**

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

- Розкажи мені про \_\_\_\_\_.
- Що підказує тобі, що (тут, в цьому місті) \_\_\_\_\_ потрібно поставити розділовий знак/знак питання?
- Розкажи мені, як \_\_\_\_\_.

## SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

*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 prefixes and suffixes, to construct and confirm word meaning in context

**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.

**Phonetics**

While reading, a student sees an unfamiliar word. The student knows how to sound out enough of the word to predict the meaning, or to blend the sounds together to identify a whole word that has been heard before and makes sense in context.

**Breaking Apart Words**

When reading words in context, a student identifies a word by breaking it into parts or syllables (e.g., таб-ли-ця), associating sounds with each part and blending the sounds into the word таблиця.

**Strategies**

Students use a variety of strategies to improve their personal memory bank of common, grade-appropriate words (e.g., visual learners may try to “see” the word in colours or on an imaginary screen; kinesthetic learners may trace the words with a crayon or their finger or “air” write them.).

**Reading Aloud**

Auditory learners may say the word and the letters out loud. For example, 5 П

- Пропусти!
- Перечитай!
- Подумай!
- Подібні слова, склади, вислови
- Попроси!

**Cueing Systems***Students will be able to*

- 2.1.4** use semantic, morphological, phonological, graphophonic, and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context  
*(continued)*

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

Does the student

- use semantic, morphological, phonological, graphophonic, and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context?

**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 prefixes and suffixes, to construct and confirm word meaning in context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use semantic, morphological, phonological, graphophonic, and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Тайнописи.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

*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 listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays, and fables.

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Story Centre**

Place texts that have been used for read-aloud activities in a story centre. Students read, reread, and share texts with a partner and on their own. Encourage students to participate in an exchange with another bilingual language program where they can share music, stories, and dances from their language of study.

**Extension:** When learning about a topic, students find other books and pictures, as well as other texts from home or the library related to the topic, to bring to class.

**Read Alouds**

Use the read-aloud strategy daily. Throughout the year, choose a variety of forms and genres. Following the read alouds, students engage in conversations about the experience with teacher's support. They keep a class chart to record the different forms of genres they have read.

**Extension:** Students listen to audio recording versions of stories commercially prepared or recorded by older Ukrainian students.

**Stories from Different Cultures**

Students listen to a number of versions of the same story to demonstrate how authors from different cultures create stories using the same plot (e.g., *Cinderella—Попелюшка* and *The Gingerbread Man—Колобок*). Students compare the different versions.

**Extension:** Students listen to a guest speaker who shares stories from his or her own cultural background.

**Songs**

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

**Poetry Fun**

Over the course of the year, students are introduced to a variety of simple poems, nonsense rhymes or tongue twisters in Ukrainian. As students become familiar with these works, the works can be used as prompts for various activities or simply to explore the language.

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

- 2.2.1** participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays, and fables

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

Does the student

- participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays, and fables?

 **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 listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions (see sample blackline master in Appendix E: Observation Checklist).

 **Learning Logs**

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

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Народня творчість
  - Читанки
- *Байки Езопа. Aesop's Fables*. Чумак Я. (ред.). Торонто: Українська книжка, 1982.
- *Колобок. Українська народна казка*. Київ: Криниця, 2000.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- Fairy tales from other cultures translated into Ukrainian (e.g., *Cinderella—Попелюшка*).
- Ukrainian websites (e.g., <[www.oomRoom.ca](http://www.oomRoom.ca)>)
- Samples of Ukrainian greeting cards for a variety of occasions

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

**Connect Self, Texts and Culture**

*Students will be able to*

**2.2.2** compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual, and multimedia texts.

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Compare and Contrast**

Students work in small groups to read the story *Інуїту* from the reader *Ходіть зі мною!* Invite students to contribute ideas from the story to complete a compare-contrast form in which they compare and contrast their lives with the lives of the Inuit.

**Murals**

Students with teacher's support create a mural to depict cultural traditions they have encountered in texts. Include texts about Canada. They then create a mural about their own lives. The murals are placed side by side to allow for discussion of similarities and differences. Record similarities and differences on chart paper. Students write short summaries in their journals.

**Pen Pals**

Students as a class establish pen pals via e-mail or letter correspondence with students in another community. They discuss their life and traditions with their pen pals and share their communications with their classmates.

**Extension:** Ukrainian speakers who have travelled abroad are invited to present oral and visual presentations depicting community life in another culture.

**Venn Diagram**

Students each interview a grandparent about his or her early life, using questions generated in class. They then share and compare their data with their classmates, using on a Venn diagram.

1. Мого діда/мою бабу звати \_\_\_\_\_.
2. Він народився/вона народилася в \_\_\_\_\_.
3. Мій дід мав/моя баба мала \_\_\_\_\_ брата/брати/братів і \_\_\_\_\_ сестру/сестри/сестер.
4. Мій дід жив/моя баба жила \_\_\_\_\_.

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

- 2.2.2** compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual, and multimedia texts (*continued*)

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

Does the student

- compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual, and multimedia texts?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Learning Logs**

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

**Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Повтор-імітація 5: Убираємо ялинку», «Повтор-імітація 9: У харчовій крамниці».
- *Ходіть зі мною!* Турко К. С., Грекул Г. та інші. Едмонтон: Міністерство освіти Альберти, 1978.
- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods). Edmonton, AB: National Film Board of Canada, 1978.
- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1973.
- Venn diagram (see sample blackline master in Appendix D)

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

**Appreciate the Artistry of Texts**

*Students will be able to*

**2.2.3** identify mood created in oral, print, visual, and multimedia texts.

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Alternative Moods**

Have students identify (e.g., highlight, underline) in a text words that create a mood. They then rewrite the text by changing those mood words to create a new mood (e.g., from sad to cheerful).

**Drawing from Description**

After listening to a story, students draw their impression of a character without having seen the illustration in the book. After completing their pictures, they add five descriptive words.

With teacher guidance, they examine how visual effects and auditory cues are used to create mood.

**Audio Performances**

Students with teacher's support choose a favourite Ukrainian text and prepare to record it, using effective narration, sound effects, and background music.

**Extension:** Students work in small groups to prepare readers' theatre presentations, focusing on conveying emotion and mood through voice expression, background music, and sound effects.

**Appreciate the Artistry of Texts***Students will be able to***2.2.3** identify mood created in oral, print, visual, and multimedia texts *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify mood created in oral, print, visual, and multimedia texts?

 **Checklist and Comments**

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

 **Portfolios**

Students choose samples of their work that convey emotion and mood (e.g., the audio recording that they prepared). They share their work with the teacher or another student and elicit feedback.

**SAMPLE RESOURCES**

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

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

**Forms and Genres**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Comparing Organization**

A group of students looks through two or three types of text (e.g., magazines, storybooks, telephone directories, or websites). They identify ways in which the texts are organized differently.

**Story Traditions**

Students recognize and identify traditional story beginnings. For example,

- Колись давно, давно...
- Жили колись дід і баба...

**Children's Magazines**

Students work in small groups to review a collection of Ukrainian children's magazines. They look for and record different forms and genres (e.g., cartoons, puzzles, riddles, recipes, poems, letters, games, illustrations, jokes, instructions, and informational articles).

**Venn Diagrams**

Invite students to study examples of genres provided to them on an overhead projector. Lead them in a discussion of how the genres are the same and different. Students' responses are recorded on a class Venn diagram.

**Genre Guessing**

Each day one student with teacher's support chooses a text form to read in class. Students guess the genre and give the rationale for their choice.

**Extension:** After students have been exposed to a variety of forms and texts, invite them to engage in a treasure hunt. A variety of text forms and genres are posted throughout the classroom. Students are asked to search for examples of each genre and text form listed on a treasure hunt form provided to them.

**Letters**

After studying the format used in writing friendly letters, provide students with a friendly letter that has been cut into sections—greeting, date, body, salutation. Invite students to apply their knowledge of friendly letter format and comprehension of text to correctly piece together the letter.

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

Does the student

- recognize the distinguishing features of a variety of 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 the distinguishing features of a variety of forms and texts (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

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

 **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to recognize the distinguishing features of a variety of forms and texts (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Байки Езоп. Aesop's Fables*. Чумак Я. (ред.). Торонто: Українська книжка, 1982.
- *Улюблені вірші. Популярні дитячі вірші українських поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛІА-МА-ГА, 2002.
- Українські дитячі журнали, напр., *Барвінок*, *Готуйсь!*, *Крилаті*.
- Newspaper articles
- Samples of friendly letters in Ukrainian
- Venn diagram (see sample blackline master in Appendix D)
- Ukrainian children's magazines

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

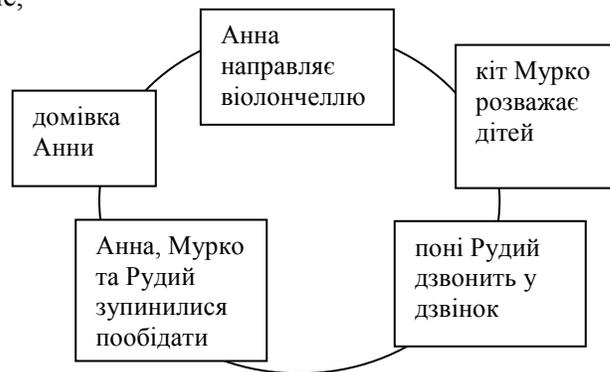
**Techniques and Elements**

Students will be able to

**2.3.2** identify the sequence of events in oral, print, visual, and multimedia texts; the time and place in which they occur; and the main and supporting characters

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Circular Story Map**

With the teacher's help, students draw a circular map, labelling the events of a story read in class. For example,

**Storyboards**

Students work in small groups to present with teacher's support a storyboard representing the events of a story read in class, using illustrations and text.

**Character Web**

Students and the teacher create a web to describe the main character in the story *Стефан і величезна фасоля* read together in class. For example,

**Sequencing**

Students are given a sequence of pictures, with accompanying text, that they put in order and present to the class. Alternatively, they work in small groups to practise using story frames to sequence events in familiar stories.

## Techniques and Elements

*Students will be able to*

- 2.3.2** identify the sequence of events in oral, print, visual, and multimedia texts; the time and place in which they occur; and the main and supporting characters  
*(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters?

 **Portfolio**

Collect samples of sketched stories to assess students' ability to sequence events of a story effectively. Include the samples in students' portfolios.

 **Checklist**

Create a checklist to determine students' developing skills in identifying and retelling the elements of an informational or narrative text. For example,

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

## SAMPLE RESOURCES

- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком
- *Стефан і величезна фасоль*. Koszarycz, H. Edmonton, AB: Alberta Parents for Ukrainian Education Society, 1991.

*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** build knowledge of word patterns and commonalities in word families

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Word Families

Students generate word families by listing words that relate to a word pattern (e.g., *грав, спивав, стає, дає*). They discuss unfamiliar words in the list.

### Roots and Endings

Students are provided with a short text. They are then given a time limit to search for words with similar roots or endings. They present their lists and the class discusses commonalities.

### Word Wall

Students and the teacher select important and interesting words that correspond with a theme topic to display on a word wall. Words may be clustered or grouped in meaningful ways (e.g., verbs, adjectives, nouns, gender). Students refer to the word wall during classroom conversations.

### Dictionaries

Students record interesting new words in personal dictionaries or picture dictionaries. They periodically review their lists and illustrations to identify and discuss their favourites.

### Word of the Day

With student input, choose a Word of the Day. Discuss the other words that students know that are similar to the new word. At various times of the day (e.g., leaving for recess, lunch break, or at the end of the day), students must repeat the new word and use it in a sentence.

**Vocabulary***Students will be able to***2.3.3** build knowledge of word patterns and commonalities in word families (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- build knowledge of word patterns and commonalities in word families?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to build knowledge of word patterns and commonalities in word families (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

Students review their compositions and their contributions to the vocabulary self-selection activity to assess their own abilities to locate and learn to use new and interesting words. Students may complete self-assessment checklists. For example,

<b>Мої нові слова</b>	
Ім'я: _____	Дата: _____
Учнівські коментарі	Учительські коментарі
Найцікавіше слово, що я вивчив/ла цього тижня, було ...	
Я вживав/ла це слово ...	
Я можу вивчити більше слів, якщо ...	

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Повтор-імітація
  - Вірші й ребуси
  - Щоденні мовні вправи—Загадки, народна творчість
  - Читання учням вголос
- *Крокодил у краватці їсть кавун у коробці. Хрестиківки для дітей та молоді.* Баср Фаркавець І. Торонто: Колосок, 2001.
- *Буквар. Підручник для першого класу початкової школи.* Чорна М. М., Грабар Д. І. Львів: Афіша, 2000.

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

**Experiment with Language**

*Students will be able to*

**2.3.4** identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual, and multimedia texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Poetry**

Students listen to predictable, repetitive poems and recognize how the poet uses words and letters to create rhythm. They identify phrases and patterns that are repeated. Record these on a chart posted in the classroom.

**Extension:** Students practise a choral reading of a poem and discuss the best ways to stress the repetitive lines.

**Extension:** After reading a poem, students create sound effects that approximate vocabulary in the poem. They dramatize the poem, using the sound effects they created.

**Tongue Twisters**

In groups, students share selected tongue twisters. They practise reciting some tongue twisters to present to another class (e.g., Соня сіла слухати).

**Story Response**

After listening to a story, students work with a partner to list the words that were especially interesting or fun and that added humour to the story.

**Riddles**

On a weekly basis, invite students to solve Ukrainian riddles on themes that are familiar to them.

**Folk Songs**

Invite students to listen to audio recordings of children's folk songs in the listening centre. Students may show their appreciation for and interpretation of their favourite songs by illustrating them for a gallery walk. Students may also create original folk songs.

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

- 2.3.4** identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual, and multimedia texts  
(continued)

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

Does the student

- identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual, and multimedia texts?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual, and multimedia texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Portfolios**

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

 **Conferences**

Conference with students to discuss their favourite work samples or activities that illustrate how they used language and images to create effect and humour.

**SAMPLE RESOURCES**

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (комплект касет). Білаш О. (упор.). Едмонтон: Методичний кабінет української мови, 1995.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Мовні ігри, Народня творчість.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Колобок*. Київ: Криниця, 2000.
- *Улюблені вірші. Популярні дитячі вірші українських поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛІА-МА-ГА, 2002.
- *Скоромовка не для вовка*. Чубай Г. Київ: Веселка, 1990.
- Скоромовки на веб-сайті <http://abetka.ukrlife.org/skoromov.html>

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

**Create Original Texts**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Шанувати природу**

Groups of students share information with teacher's support about Шанувати природу. One group creates a poster, using a computer publishing program; another group creates a diorama; another does a dramatization.

**Visual Organizers**

Students use visuals to help them remember the idea of a beginning, middle, and end. For example,

**Story Starters Brainstorming**

Students brainstorm for interesting story beginnings and post them on chart paper or on a classroom bulletin board.

**Alternative Activity:** Students, as a class, brainstorm ideas for stories. They then choose one from each plot element and create a story. For example,

Місце дії	Персонаж	Проблема
– у лісі	– песик	– загубив ключі
– у хаті	– сестра	– б'ються
– у школі	– поліцейський	– загубився

**New Texts from Models**

Students write original texts modelled after the patterns found in favourite poems, repetitive stories, or simple folk tales. For students requiring extra support, templates may be provided by the teacher.

**Create Original Texts***Students will be able to:*

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

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

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

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Conference with students to discuss their original texts. They are asked to explain the forms and techniques tried. Provide feedback and encourage the use of other techniques.

 **Rubric**

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

SAMPLE **RESOURCES**

- *Колобок. Українська народна казка.* Київ: Криниця, 2000.

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

3

Specific Outcome

**Personal Knowledge and Experience**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Theme Brainstorming**

Students work in small groups to choose a topic of common interest and list everything they know about it. Then they list with teacher's support ideas and facts on cards and group them into categories. They label each category, review the information to identify gaps and question each other to add further information. Each small group then shares information with the class. Further ideas may be generated to create a collective knowledge base of personal ideas. Students use graphic organizers to organize the information.

**Knowledge Notes**

Students with teacher's support list personal ideas and information on a topic of interest on sticky notes. Each idea is written on a separate piece of paper. Students cluster or group similar or related ideas and label each category. As a class, they review their ideas and information and ask questions to identify information gaps.

**KWL Chart**

Students with teacher's support use the K section (what I know) of the KWL chart to record what they think they know about a topic. Working with the teacher, they share their K list, identify information gaps, and record these as questions in the W (what I want to find out) section.

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

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

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

Does the student

- identify and categorize personal knowledge and experience of a topic to determine information needs?

 **Observation Checklist**

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

 **Self-Assessment**

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

<b>Планування дослідження</b>		
Ім'я: _____	Дата: _____	
Тема: _____		
1. Я записав/ла _____ думку/думки/думок на цю тему.	Так	Ні
2. Я поділився/лася своїми думками/ідеями з партнером.	Так	Ні
3. Я додав/ла _____ думку/думки/думок після обговорення з партнером.	Так	Ні
4. Я думаю над своїми ідеями/думками, щоб переконатися в їхній правильності.	Так	Ні
5. Я долучив/ла ті думки/ідеї, правильність яких я мушу перевірити.	Так	Ні
6. Моя найкраща думка/ідея, це— _____		

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Діалоги
  - Читання учням вголос
  - Щоденні мовні вправи—загадки
  - Письмові вправи

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

**Ask Questions**

*Students will be able to*

**3.1.2** ask topic-appropriate questions, and identify and communicate information needs

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Animal Questions**

Invite students to brainstorm specific questions they have about an animal (e.g., Де живе? Що їсть? Яких має ворогів? Як виглядає?). They look for answers in sources such as nonfiction books, pictures, videos, websites.

**KWL Chart**

In a class project, students with teacher's support decide what is important for them to know. They add questions to the list of other questions on the bulletin board, using a KWL chart.

**Class Survey**

Students conduct a survey with teacher's support of their classmates or other classes on a question of particular interest (e.g., preferred recess activities [Що ти любиш робити під час перерви?]). They create a language ladder of questions.

**Interviewing**

Students pose with teacher's support as television reporters and ask questions or conduct interviews with characters from the *Nova* dialogues under study.

**Extension:** Prior to having a guest speaker in, students generate questions they wish to ask.

**Question Wheel**

Students review how to ask appropriate questions by watching and listening as the teacher models how to develop and ask these questions, using a question wheel. Students practise asking and generating questions, using the word indicated by the arrow. They can ask topic-appropriate questions by deciding on a familiar topic prior to using the question wheel (e.g., a sport, animal, hobby). Student questions generated on the topic of hockey, for example, may include Хто любить грати в хокей?



**Ask Questions***Students will be able to*

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

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- ask topic-appropriate questions, and identify and communicate information needs?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask topic-appropriate questions, and identify and communicate information needs (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

Conference with students about the questions they asked on their KWL charts and in their surveys and interviews. Guide students to ask appropriate questions for their informational needs.

SAMPLE **RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- KWL chart (see sample blackline master in Appendix D)
- Ukrainian guest speakers

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

3

Specific Outcome

**Participate in Group Inquiry**

*Students will be able to*

**3.1.3** contribute information in group discussions to assist in group understanding of a topic or task

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Occupations Discussion**

Students share information with teacher's support about different occupations to complete a class chart on occupations in the community.

**Group Information Sharing**

In groups, students find an article, picture, book, website, or CD-ROM that relates to the topic being studied. They share and compare the information they found to determine what is most useful to their purpose.

**Group Leaders**

Students enlist the use of group leaders when doing group work. Every day, group members take a turn being the leader. The leader is given a list for tracking expectations.

**Class Web**

Students explore and make observations about a topic they are studying. Invite them to record or sketch key ideas, thoughts, feelings, words, or phrases and questions about this topic, set up on a large class web posted in the classroom. The key ideas and other elements may be recorded on moveable pieces of paper (e.g., sticky notes) to allow for categorizing and clustering.

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

- 3.1.3** contribute information in group discussions to assist in group understanding of a topic or task (*continued*)

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

Does the student

- contribute information in group discussions to assist in group understanding of a topic or task?

**Observation Checklist**

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

**Conferences**

Conference with students to discuss their contributions to group discussions and participation in class activities (e.g., class webs, inside-outside circles, and *скажи правду*).

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Читання учням вголос
  - Щоденні мовні вправи—Загадки
- Charts and graphic organizers (see sample blackline masters in Appendix D)

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

**Create and Follow a Plan**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****KHWL Chart**

Students with teacher's support use an adaptation of the KWL chart called a KHWL chart where the H (How am I going to learn this?) column has been inserted. Students use the H column to record possible sources of information to answer each question in the W (What do I want to find out?) column.

**Project Timeline**

Students with teacher's support prepare a timeline for a project.

**Inquiry Response Sheets**

Invite students to complete inquiry response sheets to assist them in researching the information needed to answer assigned questions. For example,

<b>Запитання до дослідження</b>	
Моє запитання таке: _____	
Речі, які я вже знаю:	
1.	
2.	
3.	
Я планую отримати додаткову інформацію з:	
Джерела	Інформація, яку я знайшов/ла в цих джерелах
1.	1.
2.	2.
Нова інформація, яку я знайшов/ла:	
1.	
2.	
3.	

**Create and Follow a Plan***Students will be able to*

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

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

Does the student

- recall and follow a sequential plan for accessing and gathering information?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recall and follow a sequential plan for accessing and gathering information (see sample blackline master in Appendix E: Observation Checklist).

**Learning Logs**

Students record personal accomplishments and reflections in their Learning Logs at the end of each inquiry period. The focus of the entries may include statements such as the following:

- Сьогодні я ...
- Мені було цікаво ...
- Мені ще треба ...

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

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recall and follow a sequential plan for accessing and gathering information (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- KWL chart (see sample blackline master in Appendix D)
- Inquiry response sheets

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

**3.2** Select and Process

### Identify Personal and Peer Knowledge

*Students will be able to*

**3.2.1** record and share personal knowledge of a topic

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Dialogue Journals

Students use dialogue journals to communicate with peers, parents or teachers to explain information they acquired during a listening, reading or viewing activity. The selected partner responds to the ideas and information the journal writer has expressed.

### Gallery Walk

Students bring in objects that represent a topic under study (e.g., Осінь, Обжинки, Наша громада). They then do a gallery walk with teacher's support, recording observations and questions about the objects displayed.

### Learning Logs

Students with teacher's support use their Learning Logs to consolidate, question or review what they have learned when researching a topic of interest. For this activity to be carried out in Ukrainian, students may respond to prompts provided, using vocabulary that was reviewed in class. Some prompts may include the following:

- Я навчився/лася ...
- Я знайшов/ла ...
- Мені було цікаво ...

### Presentations

Students gather required information on a topic (e.g., осінь, наша школа). From short notes recorded on a web, they write facts into complete sentences with teacher guidance. They may add graphics, pictures and illustrations to create a presentation that they share with classmates or students in another Ukrainian class.

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

Does the student

- record and share personal knowledge of a topic?

 **Learning Logs**

Respond to students' dialogue journals and Learning Logs to help them identify and clarify their understanding of specific concepts and topics. Use affirming statements to help students realize that their own knowledge and experiences are sources of information.

 **Anecdotal Notes**

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

 **Conferences**

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

 **Portfolios**

Review work samples to determine if students have made progress in developing skills and strategies for identifying and sharing personal knowledge as well as knowledge related to experience. Samples may include brainstorming and fact-storming.

**SAMPLE RESOURCES**

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

*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** access information, using a variety of sources

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Picture Dictionary**

Students with teacher's support use a thematic picture dictionary to translate words and to gather and organize information on a topic under study. For example,

Хата

- кухня
- вітальня
- родинна кімната
- спальня
- балкон/веранда
- коридор
- лазничка/туалет
- ванна кімната

**KWHL Chart**

Model for students how to prepare a plan for inquiry using a KWHL chart (see Specific Outcome 3.1.4). When gathering data, students record the resources they used on a resources checklist provided to them by the teacher.

**Alternative Activity:** Invite students to record personal knowledge of a topic on a graphic organizer and to review the information to determine their information gaps. With teacher guidance, students generate interview questions they will ask their peers to help fill these gaps.

**Research Cards**

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

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

Does the student

– access information, using 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 access information, using a variety of sources (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

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

 **Self-Assessment Checklist**

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

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

**SAMPLE RESOURCES**

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- Graphic organizers (e.g., herringbone map, KWL chart [see sample blackline masters in Appendix D])
- Ukrainian Knowledge Internet Portal (UKiP) at <[www.ukip.ca](http://www.ukip.ca)> includes a picture file on Ukrainian immigrants

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

**Evaluate Sources**

*Students will be able to*

**3.2.3** match information to inquiry or research needs

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Index Cards**

Invite students to record information gained from various sources on index cards. Ask students to reread and categorize the information. They might arrange their cards by using various organizational patterns (e.g., chronological, spatial). Students work in pairs to determine which information is relevant, which can be discarded and which could be saved for future use.

**Sources Chart**

Make and post a classroom chart to help students choose appropriate sources. Instruct and guide students as they use the chart for gathering information. They use individual copies of the chart to help them select relevant sources. For example,

**Критерії для оцінювання джерел**

- Назва
- Ім'я автора
- Дата видання
- Реальність чи вигадка
- Вміщена інформація, виражена в таких формах—малюнки, текст, таблиці, графіки

**Chart**

Students use sticky notes and label their data on a chart provided. A sample chart could include the following:



Сміття! Не потрібно.



Скарб! Дуже потрібно.



Затримай! Може бути потрібно.

**Evaluate Sources***Students will be able to***3.2.3** match information to inquiry or research needs (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– match information to inquiry or research 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 match information to inquiry or research needs (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 match information to inquiry or research needs (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

**SAMPLE RESOURCES**

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

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

**Access Information**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Captions, Diagrams and Pictures**

Have students look at pictures, diagrams, graphs, headings, and subheadings to determine text content. During read-aloud or shared reading sessions, lead discussions about why captions, diagrams, or pictures are included in the text, and whether the information presented is appropriate and accurate. Verbalize thinking to model how information in pictures, diagrams, headings, and subheadings is used.

**Internet Search**

Students do an Internet search and learn how to narrow the selection. They learn that if they click on the “back” button while searching the Internet, they return to the previous site or page. Invite students to help generate a class list of key words to look for when searching for information on a specific topic (e.g., dinosaurs – eats, size, protection, lives...). Students colour-code key words using highlighter pens.

**Table of Contents**

Make an overhead of the table of contents from a non-fiction book and review necessary vocabulary (e.g., зміст, заголовок). Students discuss what information would be found, what would not be found, or on what page specific information could be located.

**Treasure Hunt Game**

Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions and the index in a treasure hunt game. They participate in the game by working in small groups or in pairs to locate information to answer questions. Questions may include the following:

- На котрій сторінці починається оповідання?
- На котрій сторінці знаходиться словничок?

**Auditory Cues**

Model and encourage students to attend to auditory cues (e.g., music volume, repetition, pacing, as well as emphasis on signaling important information) when listening to and viewing Ukrainian media productions (e.g., commercials, radio programs, news broadcasts).

**Access Information***Students will be able to*

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

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

Does the student

- use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **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 knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas while searching the Internet for information on a certain topic (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**SAMPLE RESOURCES**

- *Велика ілюстрована енциклопедія школяра*. Київ: Махаон–Україна, 2000.
- *Тут і там* reading series. Turko, X. C. et. al Edmonton, AB: Alberta Education, 1975–1980.
- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- Ukrainian Knowledge Internet Portal (UKiP) at <[www.ukip.ca](http://www.ukip.ca)>

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

3

Specific Outcome

**Make Sense of Information**

*Students will be able to*

**3.2.5** determine the main ideas in information, using prior knowledge, predictions, and connections

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Headings**

Students use headings and subheadings to help identify main ideas in an informational text. They underline the sentence that best describes the main idea in a paragraph or underline the key words in a sentence.

**Herringbone Map**

Invite students to share their prior knowledge on a topic of interest. Then read aloud a short informational passage on this topic. Use a herringbone map to help students identify the main ideas. They work in small groups to complete the maps.

**Role-Play Discussion**

Two students role-play a telephone conversation, using a prepared script. Directed by the teacher, classmates discuss the gist of the conversation and decide on the main idea.

**Picture Prediction**

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

**Listening for Main Ideas**

Students listen to a Ukrainian folk tale or short informational audio recording. They sketch the main idea of the text and meet in small groups to share their sketches.

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

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

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

Does the student

- determine the main ideas in information, using prior knowledge, predictions, and connections?

 **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 determine the main ideas in information, using prior knowledge, predictions and connections (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

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

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком.
- Graphic organizers (e.g., herringbone maps, KWL charts [see sample blackline masters in Appendix D])

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

**Organize Information**

*Students will be able to*

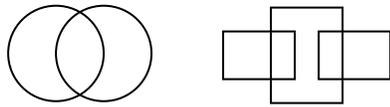
**3.3.1** organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

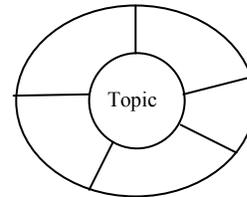
**Graphic Organizers**

Students use a variety of graphic organizers to organize the information they gathered to answer inquiry or research questions. For example,

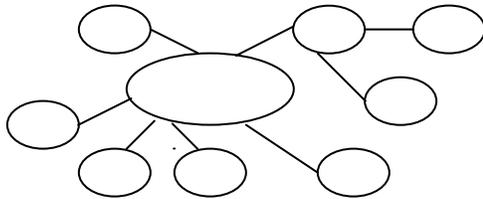
Venn Diagrams



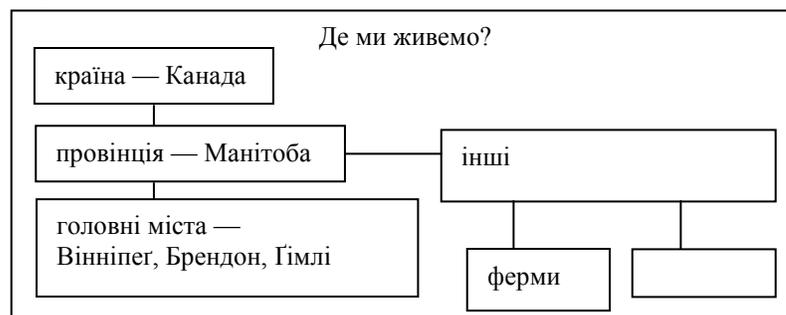
Sequence Circle



Mind Map



Hierarchical Organizer



Students watch and listen as the teacher models how to use a variety of graphic organizers. They determine the type of organizer that would be most appropriate.

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

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

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

Does the student

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

**Portfolios**

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

**Anecdotal Notes**

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

**Conferences**

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

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Читання учням вголос
  - Щоденні мовні вправи—загадки.
- Computer picture paint programs
- Graphic organizers (see sample blackline masters in Appendix D)

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

**3.3** Organize, Record, and Assess

### Record Information

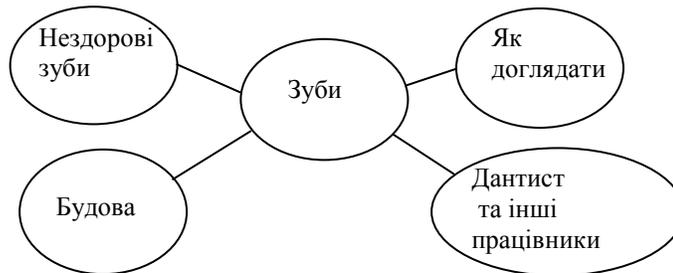
*Students will be able to*

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

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Information Webs

Students with teacher's support record information about a topic, using a web. They use only key words, phrases, and/or images. For example,



### Key Words and Phrases

Model the process of selecting key words and phrases by using markers in different colours to show the relationships between or among ideas. Key words relating to the same category of information are colour-coded. Students may require extensive guided practice and support to learn to identify key words and phrases in a variety of texts.

**Extension:** After reading a text, a student makes five notes in point form, using only key words about the topic. The student with teacher's support then adds the title of the book and the name of the author to the class chart.

### Circle Information Presentation

Students gather information with teacher's support on a topic (e.g., frogs, from print, videos, and pictures). They display the information in a graphic format, using two paper or cardboard circles—one smaller with a pie shape cut-out—attached together in the centre with a fastener. Students choose categories of information, record them on the outside edge of the larger circle, and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal different facts about the topic.

**Record Information***Students will be able to***3.3.2** record facts and ideas, using a variety of strategies; and list authors and titles of sources (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- record facts and ideas, using a variety of strategies; and list authors and titles of sources?

 **Observation Checklist**

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

 **Conferences**

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

 **Portfolios**

Students complete self-reflection sheets explaining why they chose a particular piece of work for their portfolios. For example,

<b>Запис і організація інформації</b>	
Ім'я: _____	Дата: _____
Назва проекту: _____	
1. Я вживав/ла _____ для запису інформації.	
2. Я вживав/ла _____ для організації інформації.	
3. Я добре зробив/ла дві речі:	
а) _____	
б) _____	
4. Я міг би /могла б покращити _____	

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Читання учням уголос.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

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

**3.3** Organize, Record, and Assess

### Evaluate Information

*Students will be able to*

**3.3.3** determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Problem-Solving Model

Using a graphic organizer, model the process of problem solving and critical thinking to evaluate and identify gaps in gathered information. Use questions to guide students to evaluate the data. For example,

- What is the inquiry question?
- What are the predictions or possible answers to the question?
- What information was found to support the prediction?
- Does the information answer the question?
- Is more information needed?
- Does the question need to be changed?
- What was learned so far?

### Class Chart Discussion

As the class shares information to be recorded on a class chart, students decide if suggested new information should be added or if the idea has already been recorded.

### Peer Discussion

Students with teacher's support share with their peers information gathered to date on a topic. Peers and the teacher question, comment, and suggest areas where more information is needed.

### Collect and Categorize

Students work in small groups or pairs to collect information in notes, information cards or research cards. They read and think about their questions as they sort the information into three possible categories:

- Сміття: information that is irrelevant
- Скарби: information that is suitable
- Затримати: information that may be useful at a later time.

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

- 3.3.3** determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose (*continued*)

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

Does the student

- determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose?

 **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 determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

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

**SAMPLE RESOURCES**

- Graphic organizers (e.g., herringbone maps, KWL charts [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

**Develop New Understanding**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Research Checklist**

The class develops a research checklist to determine information needs during the research process and to assess the research experience and skills. For example,

<b>Проведення дослідження: самоперевірка</b>	
Ім'я: _____	Дата: _____
Назва дослідження: _____	
<b>Планування</b>	
<input type="checkbox"/> Я зрозумів/ла тему дослідження.	
<input type="checkbox"/> Я ставив/ла запитання по темі.	
<input type="checkbox"/> Я обрав/ла план.	
<b>Збирання інформації</b>	
<input type="checkbox"/> Я ознайомився/лася з інформаційними джерелами.	
<input type="checkbox"/> Я знайшов/ла інформацію.	
<input type="checkbox"/> Я обрав/ла найкращі джерела.	
<b>Запис інформації</b>	
<input type="checkbox"/> Під час запису інформації я робив/ла нотатки.	
<input type="checkbox"/> Я записав/ла інформацію своїми словами.	
<input type="checkbox"/> Я погрупував/ла інформацію по категоріях.	
<input type="checkbox"/> Я зберіг/ла найціннішу інформацію в кожній категорії.	
<input type="checkbox"/> Я додав/ла більше інформації там, де вона була потрібною.	
<b>Міркування/роздуми про мою роботу</b>	
<input type="checkbox"/> Я рухався/лася згідно мого плану.	
<input type="checkbox"/> Я відповів/ла на свої запитання.	
Я вивчив/ла такі нові речі: _____	
Мені ще потрібно працювати над: _____	

**KWL Chart**

Model how to use a KWL chart to record information. Analyze the recorded information by asking questions about information still required.

**Evaluate Information***Students will be able to***3.3.4** use gathered information and questions to review and add to knowledge  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use gathered information and questions to review and add to knowledge?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use gathered information and questions to review and add to knowledge. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

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

 **Learning Logs**

Students include in their portfolios completed research and inquiry projects. They reflect on the entire research process and make suggestions for future work in their Learning Logs.

<b>Проведення дослідження: самооцінка</b>	
Ім'я: _____	Дата: _____
Назва дослідження: _____	
1. Найкращі досягнення я мав/ла під час: ___ планування дослідження ___ збирання інформації ___ запису інформації.	
2. Я вважаю це найбільшим досягненням тому, що _____ _____	
3. Мені ще потрібно працювати над _____ _____	

**SAMPLE RESOURCES**

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

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

**Generate Ideas**

*Students will be able to*

**4.1.1** generate and contribute ideas on particular topics for oral, print, and visual texts

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

Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals.

**Extension:** Generate a cluster web about a topic on chart paper.

**Sticky Notes**

When studying a specific topic, have students record facts on sticky notes with teacher's support. As a class, they arrange their sticky notes in subcategories.

**Collage**

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

**Describing Pictures**

Invite students to each choose a page from a thematic picture dictionary to study. They write descriptions based on the information on the page with teacher's support. As a follow-up, students may make labelled diagrams of common objects from their daily lives (e.g., their bedrooms). Students use these diagrams to write descriptions.

**Generate Ideas***Students will be able to*

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

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

Does the student

- generate and contribute ideas on particular topics for oral, print, and visual texts?

**Observation Checklist**

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

**Conferences**

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

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Ритмічні вправи
  - Розповіді за порядком
  - Щоденник
  - Навчальні куточки
  - Щоденні мовні вправи—Запитання й відповіді для розвитку мови, загадки, мовні ігри
- *Незвичайна енциклопедія тварин.* Київ: Махаон–Україна, 2002.

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

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Survey Poster

After surveying classmates about their favourite books, students make a poster showing a graph of the data and the top three favourite books in the class.

### Family Stories

Students prepare and share a favourite family story with the class, using photographs or props to help them. They are encouraged to consider facial expressions, voice intonation, and body language.

### Murals

After reading a published narrative story or informational text, students communicate by creating murals to represent the story with teacher's support.

### Comic Strips

Students prepare comic strips on their own or fill in sentences in blank bubbles on familiar themes with teacher's support. The comic strips are created and presented to students in lower grades.

### Interview Videos

Students present video clips of interviews conducted with Ukrainian-speaking relatives about family traditions.

### Greeting Cards

After students have studied a selection of Ukrainian greeting cards and identified some common expressions, they create cards for classmates or family members.

### Reader's Theatre

Students work in small groups to choose a story they are familiar with and prepare a readers' theatre presentation. Each student assumes a character's role and practises facial expressions and voice intonation for effect with teacher's support.

**Extension:** Students work in small groups to create a puppet play of a *Nova 3* dialogue under study.

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

Does the student

- use a variety of text forms for particular audiences and purposes?

 **Checklist and Comments**

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

 **Rubric**

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

 **Portfolios**

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

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Мовні ігри, напр., шаради; народня творчість, напр., скоромовки.
- Puppets

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

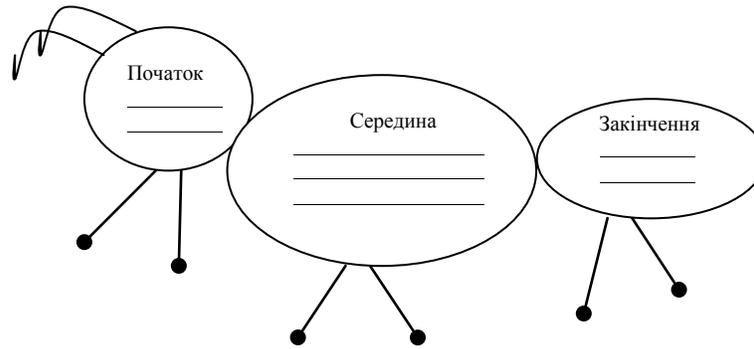
**Organize Ideas**

Students will be able to

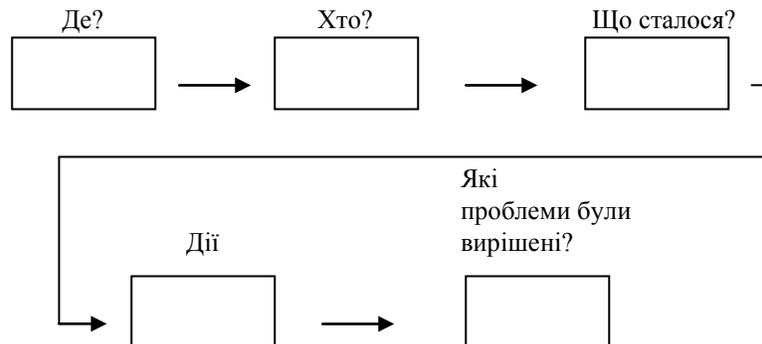
**4.1.3** arrange ideas in own oral, print, and visual texts, using organizers

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Graphic Organizers**

Students use visuals and graphic organizers, introduced and modelled by the teacher, to help them remember the idea of a beginning, middle, and end. For example,

**Схема оповідання “Комаха”****Plot Chart**

Students fill in a plot chart when creating a story. For example,

**Схема побудови сюжету**

**Extension:** Students read a story and organize information into a plot chart provided by the teacher.

**Organize Ideas***Students will be able to***4.1.3** arrange ideas in own oral, print, and visual texts, using organizers (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- arrange ideas in own oral, print, and visual texts, using organizers?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to arrange ideas in own oral, print, and visual texts, using organizers (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 arrange ideas in own oral, print, and visual texts, using organizers (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 **Conferences**

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

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком.
- Graphic organizers (see sample blackline masters in Appendix D)

General Outcome

4

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

4.2 Enhance and Improve

GRADE

3

Specific Outcome

**Appraise Own and Others' Work**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Research Poster**

Students work in pairs to create a research poster complete with information, graphics, and pictures. They present these posters to a small group of students and answer questions from the audience after each presentation.

**Peer Conferencing**

When involved in writing activities, students are given the opportunity to peer conference before and after, and sometimes even during, the writing process. Provide guidelines, criteria, or peer-assessment sheets.

**Poetry Sharing**

Students create simple poems on a particular theme, using a model. They share the poems with their peers and invite feedback.

**Sharing Group Posters**

After learning Halloween vocabulary and safe Halloween practices through the *Nova 3* dialogue *Готуємося до Галовіну Приготування до Галовіну*, students work in small groups to prepare a poster on Halloween safety. The groups visit other Ukrainian classes to share their safety rules prior to Halloween.

**Extension:** Students read their stories to another Ukrainian class as part of a buddy reading program.

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

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

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

Does the student

- share own stories and creations with peers, and respond to questions or comments?

 **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 own stories and creations with peers, and respond to questions or comments (see sample blackline master in Appendix E: Observation Checklist).

 **Peer-Assessment Checklist**

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to share own stories and creations with peers, and respond to questions or comments (see sample blackline master in Appendix E: Peer-Assessment Checklist).

 **Conferences**

Conference with students to discuss the pre-established guidelines for creating, sharing, and responding to original texts.

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share own stories and creations with peers, and respond to questions or comments (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 3: Приготування до Галовіну».

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

**Revise Content**

*Students will be able to*

**4.2.2** revise own ideas to accommodate new ideas and information

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Revising a Short Story**

A student opens a short story on the computer or a piece from his or her writing folder that was written earlier in the year. The student likes the idea of this short story and decides to make it longer and more interesting. With the teacher's guidance, more text is added and some changes made so that the story reads better.

**Bare Sentences**

Provide students with a number of bare-bones sentences. In pairs, they add and combine information to make the sentences more interesting. For example,

Киця бавиться



Мала киця бавиться м'ячем.

Each pair of students shares their new sentences with other students.

**Editing and Revising Checklist**

Have students develop and use a checklist for editing and revising with teacher's support .

**Think-Aloud**

Model revision procedures, using think-aloud to clarify meaning by adding, deleting, or rearranging ideas and information. After receiving written permission, provide enlarged copies of grade-appropriate samples (no names) and use the overhead projector to demonstrate how to revise. Then provide guided revision practice, using short pieces of writing. Repeat guided practice frequently with the whole class, small groups and individual students. The number of revisions for each piece of text should be limited.

**Revisiting an Early Text**

The student writes a text early in the year. He or she is encouraged to revisit his or her draft text throughout the year and make substantial changes. Peer conferencing on the composing process is suggested, using checklists created by the teacher and students.

**Revise Content***Students will be able to***4.2.2** revise own ideas to accommodate new ideas and information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- revise own ideas to accommodate new ideas and information?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to revise own ideas to accommodate new ideas and information (see sample blackline master in Appendix E: Observation Checklist).

 **Portfolios**

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

 **Self-Assessment Checklist**

Students assess their revising skills according to a checklist. For example,

<b>Перегляд роботи: самоперевірка</b>		
Ім'я: _____		Дата: _____
Назва роботи:	Так	Ні
Я прочитав/ла свій твір уголос.	Так	Ні
Я додав/ла нові думки та інформацію.	Так	Ні
Я викреслив/ла непотрібні думки.	Так	Ні
Я змінив/ла порядок подання інформації для того, щоб зробити мій твір більш зрозумілим.	Так	Ні
Я просив/ла допомоги під час наради з однокласниками.	Так	Ні
Я прислухався/лася до пропозицій однокласників.	Так	Ні
Я зробив/ла деякі зміни.	Так	Ні

**SAMPLE RESOURCES**

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

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

**Enhance Legibility**

*Students will be able to*

**4.2.3** print or write letters legibly and space words appropriately, both manually and using a keyboard

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Keyboarding**

Students are introduced to keyboarding through software programs that provide instructions and self-monitoring. Instruct students on using word processing software and guide their practice in using cut-and-paste formatting features.

**Good Copy Checklist**

When writing a good copy, students refer to a checklist. For example,

- Can others read my printing?
- Did I leave a margin?
- Did my printing “run away” from the margin?
- Did I leave enough space between the words?

**Cursive**

Make an alphabet strip in cursive writing that is laminated and taped to each student’s desk. Students write their names in the cursive style and decorate them for a special name tag, noting alignment, shape, and colour.

**Enhance Legibility***Students will be able to***4.2.3** print or write letters legibly and space words appropriately, both manually and using a keyboard (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– print or write letters legibly; and space words appropriately, both manually and using a keyboard?

 **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 print or write letters legibly; and space words appropriately, both manually and using a keyboard (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Self-Assessment Checklist**

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

<b>Підсилую та покращую: самоперевірка</b>		
Ім'я: _____ Дата: _____		
	Так	Ні
Літери мають правильну форму.	<input type="checkbox"/>	<input type="checkbox"/>
Проміжки між літерами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Проміжки між словами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Літери мають однаковий розмір.	<input type="checkbox"/>	<input type="checkbox"/>
Усі літери та цифри розміщено рівно у рядок.	<input type="checkbox"/>	<input type="checkbox"/>
Викреслені літери/слова виглядають охайно.	<input type="checkbox"/>	<input type="checkbox"/>
Мої навички комп'ютерного набору й укладання тексту покращуються.	<input type="checkbox"/>	<input type="checkbox"/>
Мої друкарські навички покращуються.	<input type="checkbox"/>	<input type="checkbox"/>

**SAMPLE RESOURCES**

- *Зошит для письма. 1 клас.* Жуківська О. (уклад.). Львів: Світ, 2000.
- *Зошит для письма. 2 клас.* Жуківська О. (уклад.). Львів: Світ, 2000.
- *Мова і розмова. Зошит для студентів. Language and Conversation. Student Workbook 1.* Юрківська С. Вінніпег: Конгрес українців Канади, 1998.
- Cursive alphabet strip
- Computer software programs that teach keyboarding skills

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

**Enhance Artistry**

*Students will be able to*

**4.2.4** experiment with words and simple sentence patterns

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Descriptive Word Poems**

When students find interesting descriptive words or phrases, they add them to the correct category on class wall charts (e.g., size words, scary words, number words, colour words). Students with teacher's support write a shape poem, using the descriptive words. For example,

*silent slithering  
snakes slide on a sunny rock*

**Word Strips**

In the activity centre, students work alone or with a partner to assemble word strips into complete sentences. For example,

Маленький песик	гавкав	на листоношу.
-----------------	--------	---------------

**Extension:** Invite students to brainstorm a list of nouns, adjectives, and verbs. Encourage students to link appropriate words to produce sentences.

Іменники	Прикметники	Дієслова
<ul style="list-style-type: none"> <li>– хлопчик</li> <li>– песик</li> <li>– дівчина</li> </ul>	<ul style="list-style-type: none"> <li>– високий</li> <li>– волохатий</li> <li>– чемна</li> </ul>	<ul style="list-style-type: none"> <li>– біжить</li> <li>– говорить</li> <li>– гавкає</li> </ul>

**Tongue Twisters**

Read a variety of tongue twisters, then invite students, in pairs, to practise reading tongue twisters themselves. For example,

В горішку горішина,	Сів шпак на шпаківню,
Горішками обвішана,	Заспівав шпак півню,
Тимішка і Оришка	Ти не вмієш так, як я,
Струшують горішки.	Так, як ти, не вмію я.

**Extension:** Invite students to produce a class list of alliteration sentences (e.g., Грубий гарбуз голосно говорить.). Students may refer to thematic vocabulary lists of nouns, adjectives, verbs, and adverbs posted in the classroom.

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

## Focus for Assessment

Does the student

- experiment with words and simple sentence patterns?

 **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 words and simple sentence patterns (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

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

 **Portfolios**

With teacher input, students choose work samples that reflect their experimentation with word choice and sentence patterns. They highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples. All work samples are dated to note progress over time.

SAMPLE **RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Народня творчість, напр., скоромовки.
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Скоромовка не для вовка*. Чубай Г. Київ: Веселка, 1990.
- Скоромовка на веб-сайті at <<http://abetka.ukrlife.org/skoromov.html>>

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

3

Specific Outcome

**Enhance Presentation**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Layout and Design**

Model how to organize the physical layout of a piece of work. Use an overhead projector or large chart paper to plan and rearrange text format and illustrations. Students listen as the teacher demonstrates the thinking process by verbalizing as he or she works.

**Extension:** Students enhance their own presentations, using aids such as storyboards, posters or presentation software.

**Illustrated Poems**

After an author study on “Наталя Забіла,” students paint pieces of paper and cut them out in shapes to illustrate a poem that they have created.

**Looking at Illustration**

Students examine illustrations in various texts. Lead them in a discussion on the moods created and the appropriateness and effectiveness of the illustrations. Students then each choose an appropriate medium, colour, size, and texture to illustrate a composition.

**Brochures**

Students with teacher’s support produce brochures on their school, province, city or community. A template for a brochure can be prepared on a computer. Students add appropriate text and visuals and then print a hard copy.

**Enhance Presentation***Students will be able to***4.2.5** combine illustrations and print texts to express ideas, feelings, and information  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- combine illustrations and print texts to express ideas, feelings, 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 combine illustrations and print texts to express ideas, feelings, and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

Conference with students regarding their work. Students may wish to share some selections from their portfolio and indicate why the works were chosen. In conferencing, have students discuss the ideas, feelings, and information they were trying to convey.

 **Portfolios**

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

 **Self-Assessment Checklist**

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

- Я вживаю наочний матеріал для пояснення ідей та інформації.
- Моя наочна інформація знаходиться в належному місці.
- Мої наочні матеріали чітко підписані.
- Я вживаю належний розмір шрифту.
- Я дослідив/ла, як правильно вживати колір, розміщувати матеріал, досягати чіткості ілюстративного матеріалу, графіків і схем.
- На загал, моя робота виглядає охайно та створює приємне враження.

**SAMPLE RESOURCES**

- *Нова 3: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком.

General Outcome

4

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

4.3 Attend to Conventions

GRADE

3

Specific Outcome

#### Grammar and Usage

*Students will be able to*

4.3.1 edit a text to ensure it includes complete sentences

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Modelling

When reading aloud to students, focus on how authors use complete sentences to convey their ideas. These models assist students in developing an understanding of complete sentences. Students are invited to think about how authors use complete sentences as they participate in shared reading and in writing original text.

**Extension:** Model writing for students, verbalizing the thought process to demonstrate how to write in complete sentences.

#### Missing Words

Provide students with a paragraph that is missing key words. Students edit the paragraph individually or as a group. Initially model this procedure, verbalizing thoughts.

#### Daily Edit

Students participate in a daily edit. Write a brief message that contains incomplete sentences on the board or an overhead transparency. Students identify the incomplete thought and reword the message to make the meaning clear.

#### Peer Editing

Students participate in peer editing of their work with a partner. The partner monitors the work for use of complete sentences. The authors then make the changes independently.

**Grammar and Usage***Students will be able to***4.3.1** edit a text to ensure it includes complete sentences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– edit a text to ensure it includes complete 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 edit a text to ensure it includes complete sentences (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

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

 **Peer-Assessment Checklist**

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to edit a text to ensure it includes complete sentences (see sample blackline master in Appendix E: Peer-Assessment Checklist).

**SAMPLE RESOURCES**

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

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

**Spelling**

*Students will be able to*

**4.3.2** spell familiar words, using a variety of strategies and resources

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Mixed Up Words**

Break words into syllables and mix them up. Students put the words in the proper order. For example,

**Hangman**

Invite students to play a game of Hangman (Тайнопис). Students fill in the blanks. For example, М и л ю б и м о с п і в а т и.

**Extension:** Students engage in word play activities, using Ukrainian words and phrases (e.g., word searches, crosswords, word chains, scrambled words, Bingo, and Concentration).

**Personal Spelling Dictionaries**

Invite students to keep personal spelling dictionaries in which they list words that they have difficulty spelling. Students maintain their spelling dictionaries throughout the year and refer to the dictionaries when they edit their work or that of a peer.

**Extension:** Develop lists of high frequency spelling words with structural similarities that students need in their daily writing. Post the lists at eye level for easy reference.

**Spelling Log**

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

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

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

Does the student

- spell familiar words, using a variety of strategies and resources?

 **Quizzes**

Analyze spelling quizzes to determine the pattern of misspellings as well as the effective use of spelling strategies.

 **Self-Assessment Checklist**

Students complete self-assessment checklists after reviewing their first draft and published pieces. A monthly review helps students remain focused on their spelling progress.

<b>Самоперевірка правопису</b>				
Ім'я: _____ Дата: _____				
	часто	інколи	випадково	ніколи
Я намагаюся написати слова так, як вони звучать.				
Я пишу слово так, як воно на мою думку виглядає.				
Я думаю про правила правопису.				
Я шукаю в таблицях і книжках слова, які я не знаю як написати.				
Коли я намагаюся написати слово, я думаю про інші подібні слова.				
Під час перевірки я відмічаю слова, які не виглядають правильно написаними.				
Якщо я невпевнений/на в написанні слова, я намагаюся написати його інакше.				
Я прошу допомогти, якщо я не знаю, як написати слово.				

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком.
- *Буквар.* Луцик Д. В., Проць М. М., Савшак А. С. Львів: Світ, 2001.
- Ukrainian Knowledge Internet Portal (UKiP) at <[www.ukip.ca](http://www.ukip.ca)>

General Outcome

4

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

4.3 Attend to Conventions

GRADE

3

Specific Outcome

### Capitalization and Punctuation

*Students will be able to*

4.3.3 use basic writing conventions when editing and proofreading

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Looking at Sentences

Invite students to review what a sentence is by having them mark sentence boundaries with capital letters, periods, question marks, and exclamation points. Together, review published pieces of writing to determine how authors use periods, question marks, and exclamation points.

**Extension:** Students work in groups to find examples in texts of various uses of capital letters and punctuation. They use highlighter pens to highlight correct capitalization and punctuation.

### Mini-lessons

Use mini-lessons to teach appropriate use of capitalization and punctuation (e.g., periods, question marks, and exclamation points). Mini-lessons should be based on observed needs as students are composing. Samples of students' writing may be used for group editing activities (students must give written permission and remain anonymous).

### Correcting Punctuation

Write a series of sentences with incorrect punctuation and invite students to edit and correct each sentence. For example,

- Куди ти йдеш, Олю?
- Я йду до школи.
- Що ти там робиш?

When students become increasingly competent with this activity, they may edit the message independently.

**Extension:** After showing students samples of correctly punctuated dialogue in texts, provide them with text where all quotation marks have been removed. Students work with a partner to insert quotation marks in the correct places.

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

Does the student

- use basic writing conventions when editing and proofreading?

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

 **Conferences**

Conference with students about their proofreading and editing. Provide feedback and encourage accurate punctuation usage. Have students listen to themselves as they read their work with and without appropriate punctuation.

 **Self-Assessment Checklists**

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

**SAMPLE RESOURCES**

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

General Outcome

4

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

4.4 Present and Share

GRADE

3

Specific Outcome

**Share Ideas and Information**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Collection Show and Tell**

A student brings in a collection and explains with teacher's support to the class how it is organized. The student shares with the class his or her favourite piece of the collection and responds to students' questions.

**Oral Presentations**

Students do an oral presentation on a topic studied in class (e.g., social studies, health, or a theme-related topic). They plan their presentation, using a guide provided by the teacher. After their presentations, they answer questions from students and the teacher.

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

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

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

Does the student

- share information and ideas on a topic with a familiar audience, and clarify information by responding to questions?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share information and ideas on a topic with a familiar audience, and clarify information by responding to questions (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 share information and ideas on a topic with a familiar audience, and clarify information by responding to questions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

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

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

3

Specific Outcome

**Effective Oral and Visual Communication**

*Students will be able to*

**4.4.2** present information and ideas in an appropriate form

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Poetry Presentation**

In small groups, students decide how to share a poem (e.g., choral reading, over the intercom, on the school website).

**Extension:** Students decide what form would be the best way to inform others about a topic or event.

**Oral Presentations**

Students listen to various oral presentations (e.g., Ukrainian commercials, news, a video of Ukrainian folk tales). They discuss what was effective and appropriate in each presentation and share it with the class.

**Story Retelling**

Students use a sequence of pictures as the basis for retelling a familiar story. They sequence the pictures to explain how the story starts, what happens in the middle and how the story ends. Students are encouraged to use storybook language and complete sentences as they retell the story with teacher's support.

**Effective Oral and Visual Communication***Students will be able to***4.4.2** present information and ideas in an appropriate form (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- present information and ideas in an appropriate form?

 **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 present information and ideas in an appropriate form (see sample blackline master in Appendix E: Checklist and Comments 1 or 2). Consider using the following checklist to assess students' use of language in oral presentations:

Аспекти	Вчитель/ка /Однокласники		Самооцінка	
	Оцінка	Коментар	Оцінка	Коментар
Презентація				
• головні питання були зрозумілими				
• інформація була доцільною й відповідною				
• долучено цікаві деталі та риси				
• використано різноманітну лексику та мовні структури				
• мова була вільною, паузи робилися наприкінці фрази або речення				
• у відповідях на запитання використано доцільну інформацію				

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- Video recordings of Ukrainian television programs (e.g., *Контакт* and *Світогляд*)
- Audio recordings of local Ukrainian radio programs (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba)

*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 appropriate audience behaviours

**SAMPLE TEACHING AND LEARNING ACTIVITIES****3C Rules and How to Listen**

Review with students the 3C Rules when listening to peer presentations: *Замовкни!*, *Слухай!*, *Слідкуй!* Students should be prepared to ask questions of the presenter (3с + п, п= питання). Review the following description of how to listen:

**Як слухати**

Дивись на доповідача/промовця.  
Залишайся на одному місці протягом усієї презентації.  
Не рухай руками та ногами.  
Показуй доповідачеві/промовцеві, що тебе цікавить презентація.  
Не переривай доповідача/промовця.  
Прислухайся до ключових слів.  
Думай про те, про що говорить доповідач/промоуєць.  
Якщо щось не зрозумів/ла, постав запитання.  
Наведи доповідачеві/промовцеві приклад однієї речі з презентації, яку ти вважаєш цікавою.

**Fish Bowl Strategy**

Use the fish bowl strategy to model appropriate or inappropriate audience behaviours. During a fish bowl activity, have a small group of students role-play while other students observe quietly. The role-play is then discussed by the whole group.

**Active Listening**

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

Добрі слухачі	
Перестань говорити	
Дивися	
Слухай	
Думай	
Відповідай	

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

Does the student

- demonstrate appropriate audience behaviours?

 **Anecdotal Notes**

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

 **Self-Assessment Checklist**

Videotape the class during presentations. Review the video with students and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment checklist. For example,

<b>Чи я добре слухав/ла презентацію?</b>		
	Так	Ні
1. Я мовчав/ла, коли промовець говорив.	<input type="checkbox"/>	<input type="checkbox"/>
2. Я дивився/лась на промовця.	<input type="checkbox"/>	<input type="checkbox"/>
3. Я вживав/ла мову тіла, щоб показати, що я уважно слухаю.	<input type="checkbox"/>	<input type="checkbox"/>
4. Я поставив/ла промовцеві запитання за темою презентації.	<input type="checkbox"/>	<input type="checkbox"/>
5. Я уважно слухав/ла запитання інших.	<input type="checkbox"/>	<input type="checkbox"/>
6. Я доброзичливо прокоментував/ла презентацію.	<input type="checkbox"/>	<input type="checkbox"/>
7. Я отримав/ла задоволення від презентації.	<input type="checkbox"/>	<input type="checkbox"/>
8. Я допомагав/ла іншим отримати задоволення від презентації.	<input type="checkbox"/>	<input type="checkbox"/>
9. Я продемонстрував/ла добру поведінку, коли		
_____		
10. Я можу поліпшити свою поведінку під час слухання за допомогою:		
_____		

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Мовні ігри.
- *Classroom Behaviour Charts I*. Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.
- *Classroom Behaviour Charts II*. Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.

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

**Share and Compare Responses**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Collages**

Students create bulletin board collages representing personal ideas and experiences on a particular theme or topic. Divide the class into groups. Each group is given an opportunity to plan and complete a portion of the display. Encourage students to use a variety of media (e.g., recycled newspapers, magazines).

**Sharing Brainstorming**

Invite students to brainstorm ways that ideas and experiences can be shared with others. These ideas are recorded and posted in the classroom (e.g., мультики, усний переклад, малюнки, афіші, газети, листи, телеграми).

**Поділись ідеями**

фрески	реклами	статті	діаграми	афіші
розповіді	оповідання	мультики		пісні
листи	графіки	усний переклад	записи	пластинки
телеграми	малюнки	газети	інтерв'ю	

**We Posters**

Students create “We” posters. Build a sense of community by spotlighting similarities and talents among students to establish shared interests and abilities.

**Response Sharing**

Provide pairs of students with a familiar Ukrainian text. Each student reads a presentation representing a favourite part of the text and shares it with other students.

**Classroom Art**

Students share visual arts representations with classmates following the completion of art lessons and projects. Peers provide positive feedback. Artwork is mounted and displayed in the school or classroom art gallery.

**Author’s Chair**

Students use the author’s chair to share their story writing with others. Those listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them (e.g., Це оповідання дуже цікаве. Мені подобалося ... Ти намалював/ла дуже гарні малюнки. Ти вживав/ла ...).

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

Does the student

- record ideas and experiences, and share them with others?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to record ideas and experiences, and share them with others (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

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

**SAMPLE RESOURCES**

- *Нова 3: Читанка-сходинка. У світі мрій.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Надзвичайні вакації», с. 1–8.
- Recycled newspapers and magazines

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

**Relate Texts to Culture**

*Students will be able to*

**5.1.2** compare ideas within stories from oral, print, visual, and multimedia texts from different communities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Character Sketches**

Students make sketches with teacher's support to illustrate scenes from the lives of characters in stories they have heard, read, or viewed. They share their sketches with classmates in groups. Then they write a sentence about how the characters' lives are similar to their own.

**View and Discuss**

After watching a video presentation about different kinds of communities, students discuss with teacher's support what they learned, using prompts. For example,

- Це відео було про \_\_\_\_\_ . У цьому відео йшлося про \_\_\_\_\_ .
- Три речі, про які я дізнався/лась, це \_\_\_\_\_ , \_\_\_\_\_ та \_\_\_\_\_ .
- Я дізнався/лась про такі три речі, як \_\_\_\_\_ , \_\_\_\_\_ та \_\_\_\_\_ .
- Я також дізнався/лась, що \_\_\_\_\_ .
- Мені було дивно дізнатися, що \_\_\_\_\_ .

**Extension:** Students watch the film *Teach Me to Dance* and are asked to observe the cultural differences, then and now, with the Ukrainian culture in Canada.

**Guest Speaker**

Invite a guest speaker to do a presentation in Ukrainian and talk about life in another country.

**One and All Game**

Students play a cooperative learning game called *One and All* (Kagan, 1994), designed to help students identify similarities and differences. Students can compare books, characters, or cultures, and compare their own lives with those of characters or events in texts they have listened to, read, or viewed.

**Venn Diagram**

Students complete a Venn diagram with teacher's support to compare and contrast the lives of various characters they encounter in texts. They share their comparisons with classmates in group discussions.

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

- 5.1.2** compare ideas within stories from oral, print, visual and multimedia texts from different communities. *(continued)*

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

Does the student

- compare ideas within stories from oral, print, visual, and multimedia texts from different communities?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to compare ideas within stories from oral, print, visual, and multimedia texts from different communities (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 compare ideas within stories from oral, print, visual, and multimedia texts from different communities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- *Улюблені вірші. Вірші українських та іноземних поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1994.
- *Колобок. Українська народна казка*. Київ: Криниця, 2000.
- Ukrainian-speaking community resource people

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

**Appreciate Diversity**

*Students will be able to*

**5.1.3** connect situations portrayed in oral, print, visual, and multimedia texts to personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Friends**

Students read a poem about friends and complete a chart about friends. For example,

What ____ and ____ like about each other.	What I like about my friends.

**Children Similar to Me**

Students view a video about a child and his or her home and school life. They then describe the child's home and school life and discuss how it compares to their own.

**Extension:** Students listen to stories about other children in different times and places and relate their own experiences to each story (Ukrainian legends).

**Halloween**

After reviewing the *Nova 3* echo-acting routine *Костюм на Галовін* and reading or listening to stories about Halloween, students draw and write a short description of their Halloween costumes.

**Listen and Respond**

Read a variety of texts that reflect different cultures as well as other communities. Following the reading, invite students to share personal connections they made with characters and events. Record these ideas in Ukrainian on a chart or poster paper.

**Field Trip Responses**

Students participate in field trips to view cultural displays at different times and places. Before going, engage students in oral, print, visual, and multimedia texts to build prior knowledge. Students complete short, simple journal entries or Learning Logs during and after field trips in which they compare the texts they experienced with their experiences on the field trip.

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

- 5.1.3** connect situations portrayed in oral, print, visual and multimedia texts to personal experiences. *(continued)*

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

Does the student

- connect situations portrayed in oral, print, visual, and multimedia texts to personal experiences?

 **Anecdotal Notes**

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

 **Portfolios**

Students with teacher's support choose work samples to show their connections between portrayals of individuals or situations in texts and their personal experiences.

**SAMPLE RESOURCES**

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 3: Приготування до Галовіну».
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Повтор-імітація 3: Костюм на Галовін», «Повтор-імітація 13: На майданчику».

*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** participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Promoting Praise**

Model encouraging comments by praising students and acknowledging their accomplishments and successes. Invite students' input in creating a list of words and phrases that can be used for giving praise and acknowledging successes. This list is posted in the classroom for reference. Students practise giving and receiving praise.

**Sharing Circle**

Students with teacher's support compliment each other on accomplishments or kindnesses shown to others. A ball is passed around a circle and is held by the speaker. The speaker says, "Я хочу похвалити \_\_\_\_\_ за розповідь, якою він поділився/вона поділилася з нами." \_\_\_\_\_ replies, "Дякую, \_\_\_\_\_." The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.

**Responding to Sharing**

As students share their stories, others respond, using sentence frames practised in class. For example,

- Мені подобається, як ти ...
- Ти живив/ла цікаві слова, як наприклад ...
- Ти створив/ла в моїй уяві малюнок про те, як ...

**Student of the Week**

The Student of the Week is chosen randomly. This student is seated in the centre of a circle of classmates. Classmates use small cards to write positive comments highlighting the chosen student's strengths and accomplishments. Cards are given to the student to take home for his or her personal collection.

**Extension:** The student is seated at the front with the teacher. Compose a class text based on the Student of the Week's accomplishments. Scribe students' ideas. When the text is complete, reread it to ensure that the information is accurate and sequenced appropriately. The text can be made into a book with illustrations and given to the student to take home.

**Acknowledging Achievements**

Students create, with teacher guidance and support, a photo album, banners, posters, songs, raps, or a classroom newsletter to acknowledge and celebrate individual and class achievements.

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

- 5.1.4** participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events. *(continued)*

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

Does the student

- participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students with teacher's support use the checklist to determine if they are able to participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events (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 participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 5: Різдвяний концерт», «Діялог 9: Великодній ярмарок».
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.

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

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

**Cooperate with Others**

*Students will be able to*

**5.2.1** cooperate in a variety of partnership and group structures

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Helpful at Home**

Students brainstorm ways that they can be helpful to their families. They give each person in the group an opportunity to express his or her ideas.

**Group Activities**

Have students participate in a variety of small- and large-group activities. For example,

- complete a group activity, such as colouring eggs or planting bean seeds, using assigned materials and directions
- work in pairs to brainstorm ideas for questions to ask seniors who are coming to visit the classroom
- role-play *Nova* dialogues in small groups
- create a group mural showing small animals that live in their community

Upon completion, the teacher and students reflect on the collaborative process used during the activity.

**Group Roles**

When working in a group, students develop and agree upon a list of tasks and a role for each person.

**Cooperative Work Vocabulary**

Students learn the language they need for cooperative group work. They watch and listen as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for cooperative group work in Ukrainian is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

**Cooperate with Others***Students will be able to:***5.2.1** cooperate in a variety of partnership and group structures. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- cooperate in a variety of partnership and group structures?

 **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 cooperate in a variety of partnership and group structures (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 with teacher's support use the rating scale to evaluate how well they are able to cooperate in a variety of partnership and group structures (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to cooperate in a variety of partnership and group structures. Offer feedback, encouragement, and praise as needed.

SAMPLE **RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Ритмічні вправи
  - Навчальні куточки.
- *Нова 3: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.

*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** ask others for their ideas, and express interest in their contributions

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Group Work**

As new groups form, students work together to come up with a group name, in Ukrainian, that is agreeable to everyone. All ideas are considered (e.g., Соняшники, Бджоли). Students then create with teacher's support a poster to present and display in class. One student designs the title, another the illustrations, and the others print the information.

**Agree or Disagree**

Make a statement to which students respond by arranging themselves along a value line that ranges from agree to disagree. Students then form discussion pairs from opposite ends of the value line. They practise sharing information and asking questions about their different points of view. Then they debrief, with each student explaining to the whole group what he or she learned about others' opinions.

**Group Leader**

When students work in groups, they choose a leader whose job is to make sure that everyone is heard and has contributed.

**Brainstorming Group Behaviours**

Invite students to brainstorm a list of behaviours that make discussions in the classroom work well. Compile students' responses onto a chart. The chart is posted, reviewed prior to discussions, and referred to during discussions. A sample chart may include the following:

Наші дискусії		
Як виглядає	Що чути	Як себе почуваєш
– голови схвально кивають	– коли одна людина говорить, інші мовчать	– я почуваю себе важливим/ою
– люди зацікавлені	– люди заперечують чемно	– мої ідеї важливі
– люди нахиляються вперед	– ставляться питання й подаються відповіді	– мої думки мають вагу
– люди говорять по черзі	– різні люди беруть участь в обговоренні	– я навчаюся від інших
– всі дивляться одне на одного	– усі розмовляють тихо	– я можу допомогти іншим зрозуміти різні речі

**Work in Groups***Students will be able to***5.2.2** ask others for their ideas, and express interest in their contributions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- ask others for their ideas, and express interest in their contributions?

 **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 others for their ideas, and express interest in their contributions (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

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

<b>Як я ставлю запитання: самооцінка</b>			
Ім'я: _____		Дата: _____	
Члени дискусійної групи: _____			
	Завжди	Інколи	Майже ніколи
Я уважно слухав/ла розмову.			
Я ставив/ла запитання на тему дискусії.			
Мої запитання були змістовними.			
Я чесно відповідав/ла на запитання.			
Я слухав/ла, як відповідають на мої запитання.			
Я не перебивав/ла інших, але чекав/ла на свою чергу.			
Мої слова заохочували інших учасників дискусії.			
Я показував/ла, що я не погоджуюся з думками, а не з людьми.			
Я демонстрував/ла позитивне ставлення.			

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Питання й відповіді для розвитку мови; Загадки.

General Outcome

5

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

5.2 Encourage,  
Support, and  
Work with  
Others

GRADE

3

Specific  
Outcome

### Use Language to Show Respect

*Students will be able to*

5.2.3 appreciate variations in language use in a variety of contexts in the immediate community

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Expressing Feelings

Students review vocabulary for colours and feelings, either through repetition or in a game context. They are then divided into trios and each given a different coloured crayon. They decide what feelings they associate with each colour, and create a sketch to show these feelings. Representations are shared with the class. This activity allows students to recognize and accept differences among classmates.

### Listening Centre

Students listen to a variety of recorded Ukrainian stories, poems, and folk tales in the classroom listening centre.

### Respectful Language

Students learn and dramatize the *Nova 3* echo-acting routine *Як приймати гостей*, paying close attention to the language, modelled in the dialogue, that is used to show respect.

### Respect and Consideration

After learning language used to show respect through the *Nova 3* echo-acting routine *Як приймати гостей* and class discussions, students create personal cartoons that illustrate showing respect and consideration. They use both speech and thought bubbles to make their cartoons explicit.

**Use Language to Show Respect***Students will be able to:*

- 5.2.3** appreciate variations in language use in a variety of contexts in the immediate community. *(continued)*

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

Does the student

- appreciate variations in language use in a variety of contexts in the immediate community?

 **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 variations in language use in a variety of contexts in the immediate community (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 appreciate variations in language use in a variety of contexts in the immediate community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 10: Гість з Марсу».
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Повтор-імітація 10: Як приймати гостей».
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Ой що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- Ukrainian Knowledge Internet Portal (UKiP) at <[www.ukip.ca](http://www.ukip.ca)>
- oomRoom Ukrainian Learning Network at <[www.oomroom.ca](http://www.oomroom.ca)>

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

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

### Evaluate Group Process

*Students will be able to*

**5.2.4** understand how class members help each other

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Celebration Wall

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

Стенд відзнаки	
Дата: _____	_____ дійсно допоміг/ла групі, коли _____
Підпис: _____	
Дата: _____	Мені подобалося, коли (сподобалося, що) _____
Підпис: _____	
Дата: _____	Я мав/мала велике задоволення, коли _____
Підпис: _____	

### Cooperating for a Common Goal

Provide each student in a group with separate pieces of information about a certain topic. Each member must circulate and share his or her information with the group to discover the entire message.

### Study Groups

Students form cooperative spelling study groups to help each other study words for a spelling test. They may use word study strategies like cover-copy-compare.

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

Does the student

- understand how class members help each other?

 **Checklist**

Develop checklists based on the focus for assessment criteria or use a grid, like the following, to record students' group behaviours.

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

 **Learning Logs**

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

- Я зробив/ла такий внесок до групової праці \_\_\_\_\_.
- Групи працюють добре, коли \_\_\_\_\_.
- Я можу стати кращим членом групи, якщо \_\_\_\_\_.

**SAMPLE RESOURCES**

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

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

**Sound–Symbol System**

*Students will be able to*

**6.1.1** use the Ukrainian alphabet accurately, orally, and in writing—phonemes, double consonants, and blends

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Frequently Used Words**

Develop a spelling program for the class. Each student can make a list based on his or her list of frequently misspelled words.

**Alternative Activity:** Students work with a partner to generate a list of frequently used words that can be referenced during writing periods.

**Shared Reading**

In daily shared reading, the class reads together or follows along as the teacher reads. Through the shared reading, explicitly model pronunciation and inflection and support students' attempts at correct pronunciation and decoding new words.

**Writing Activities**

Students learn about the Ukrainian alphabet system by engaging in writing activities (e.g., morning news, mystery messages, and shared writing tasks).

**Word Wall**

Working with students, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post the charts on the word wall. Students may refer to these charts during daily reading and writing activities.

**Word Games**

Students play a word guessing game to review words studied in class. Give students clues. For example,

– Я слово. Я овоч. Я маю дві літери “н.” Я починаюся з літери “б.” Що я? (банан)

**Extension:** Students play Тайнопис (Hangman) in Ukrainian, using words or items in the classroom.

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

- 6.1.1** use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants, and blends (*continued*)

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

Does the student

- use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants, and blends?

 **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 the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants, and blends (see sample blackline master in Appendix E: Observation Checklist).

 **Portfolios**

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

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants, and blends. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Тайнописи.
- *Нова 3: Діалоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Буквар. Методична розробка. Методичні рекомендації до проведення уроків за Букварем.* Львів: Афіша, 2000.

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

**Lexicon**

*Students will be able to*

**6.1.2** use vocabulary and expressions appropriately in various situations in the classroom and school environment

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Language Ladders

Students work in small groups to prepare their own language ladders on a familiar theme or add to one prepared by the teacher.

### Role-Plays

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

**Extension:** Students each write a conversation based on questions and answers in a familiar classroom and/or school situation. They then role-play the situation following teacher's pattern.

### Visiting with Other Classes

Invite students from other grades to share information or cultural performance about a school-related topic of common interest. Grade 3 students prepare to visit other classes to share information that they know well. They may also share this well-rehearsed information at assemblies.

### Sharing Circle

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

**Lexicon**

*Students will be able to*

- 6.1.2** use vocabulary and expressions appropriately in various situations in the classroom and school environment

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use vocabulary and expressions appropriately in various situations in the classroom and school 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 use vocabulary and expressions appropriately in various situations in the classroom and school 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 use vocabulary and expressions appropriately in various situations in the classroom and school environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 10: Гість з Марсу».
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

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**Grammatical Elements**

*Students will be able to*

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

**Nouns**

– accusative plural inanimate (e.g., *зошити, книжки, авто*)

**Pronouns**

- personal locative (e.g., *на мені, тобі, них*)
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - accusative plural inanimate (e.g., *ті, мої, які*)

**Adjectives**

- noun–adjective agreement (e.g., *високий Микола, щасливе життя, українське ім'я*)
- accusative singular animate
- genitive singular
- accusative plural inanimate (e.g., *нові зошити, цікаві книжки, гарні авто*)

**Verbs**

– past, all genders singular and plural (e.g., *читав, читала, читали*)

**Expressions**

– of time (e.g., *вчора, позавчора, минулого тижня*)

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

**Nouns**

- accusative singular animate
- genitive singular
- locative singular
- irregular plurals, including pluralia tantum, nominative (e.g., *двері, штани, окуляри, гроші, люди, діти*)

**Pronouns**

- personal genitive
- demonstrative, possessive, interrogative
  - nominative singular and plural
  - accusative singular inanimate

**Adjectives**

– accusative singular inanimate

**Verbs**

- present
- present of common reflexives
- imperative
- future imperfective
- modal verbs

*(continued)*

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

- of motion (e.g., *швидко, повільно*)
- of distance (e.g., *близько, далеко*)
- to express seasons (e.g., *взимку, восени*)

**Expressions**

- date and year
- time
- of appeal

**Numerals**

- 1–4 plus noun agreement
- ordinals 1–12

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

- accusative singular inanimate

**Pronouns**

- personal accusative

**Verbs**

- present of common verbs

**Adverbs**

- of location/direction
- of time (e.g., *сьогодні*)

**Expressions**

- date
- interrogative (e.g., *куди*)

**Conjunctions**

- coordinating (e.g., *а, але, або, бо*)

**Numerals**

- cardinals 1–100 (e.g., *тридцять, сто*)

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**SAMPLE TEACHING AND LEARNING ACTIVITIES**

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

**Gender Game**

Have students play a cooperative game in small groups in which they must find and stick gender labels on a variety of items around the classroom.

**Action Dictation**

Have students divide into partners. One partner completes a series of actions, describing them out loud as he or she completes them. The other partner acts as a scribe and writes down the action described. After five actions, the partners change roles.

**Me Books**

Have students write and illustrate simple books in which they describe themselves in various ways. For example,

- Я ...
- Мені подобається ...
- У вихідні дні я ...
- Після школи я ...

**Grammatical Elements***Students will be able to*

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

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

Does the student

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

 **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).

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Светлова І. Київ: АСТ-ПРЕС-ДІК-СІ, 2001.

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**Mechanical Features**

*Students will be able to*

**6.1.4** experiment with and use basic mechanical features

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Date**

Students must date all their work, including in the date the day of the week. They should be aware that while names, countries, and cities are capitalized in Ukrainian, months and days of the week are not.

**Correcting Sentences**

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

**Extension:** Use shared and interactive writing procedures to model appropriate use of capital letters and punctuation while scribing language experience charts.

**Highlighting**

As students read an assigned passage on a familiar topic, they note all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate. Make sure that there are plenty of examples involving days of the week, months of the year, пан, панна and пані, that are not capitalized.

**Extension:** Invite students to read a text passage containing dialogue. They are asked to highlight the quotation marks and dialogue.

**Extension:** Through independent writing, provide support and encourage students to experiment with and use basic mechanical features.

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

Does the student

- experiment with and use basic mechanical features?

 **Checklist and Comments**

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

 **Conferences**

Conduct conferences with students to determine their use of basic mechanical features (e.g., capitalization and punctuation). Refer to available work samples.

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Светлова І. Київ: АСТ-ПРЕС-ДІК-СІ, 2001.

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**Discourse Features**

*Students will be able to*

**6.1.5** experiment with and use basic discourse features in oral, print, and visual texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Using Appropriate Phrases**

Students use appropriate phrases at appropriate times. For example,

- “Тепер час додому. До побачення.”
- “Час на обід. Смачного!”

**Discourse Markers**

Refer to discourse markers that are used in many of the *Nova 3* echo-acting routines (e.g., перше, друге, колись давно, перед тим, потім).

**Echo-Acting**

Using an echo-acting routine as a model, students work in small groups to create their own echo-acting routines with various discourse markers. These echo-acting routines can be illustrated and presented to the class.

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

Does the student

– experiment with and use basic discourse features in oral, print, and visual texts?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to experiment with and use basic discourse features in oral, print, and visual texts (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

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

**SAMPLE RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

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**Listening**

*Students will be able to*

**6.2.1** listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Graph Paper Patterns**

Give students graph paper marked with an X to indicate where they are to begin. Students must listen carefully and follow the teacher's oral instructions to create a specific pattern on the graph paper. After this has been modelled, students create their own series of instructions to give to the class or share with a partner.

**Comprehension Recall**

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

**Following Directions**

Students listen carefully to follow specific directions. For example,

- creating a simple folded paper object
- playing a new game
- organizing a centre
- giving a visitor directions to the office

**Listen–Think–Pair–Share**

Use the listen–think–pair–share strategy. Students

- listen to a short oral presentation (e.g., a video, lecture, or discussion)
- think individually and make a list, map, or diagram of ideas in the presentation
- pair up to add to the ideas generated individually
- share responses with the whole group

**School Announcements**

As students listen for morning announcements over the school's P.A. system, they focus on the announcements done in Ukrainian. Students must retell the messages they have constructed from the announcements.

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

- 6.2.1** listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations (*continued*)

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

Does the student

- listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations?

 **Observation Checklist**

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

 **Learning Logs/Conferences**

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

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Ритмічні вправи
  - Щоденні мовні вправи—Проблемні запитання
  - Читання учням вголос.
- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.

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**Speaking**

*Students will be able to*

**6.2.2** produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Language Ladders**

Invite students to use language ladders to communicate ideas for functioning in a class environment. For example,

- “Я цього не розумію.”
- “Прошу повільніше.”
- “Надворі зимно.”
- “Чи я можу позичити \_\_\_\_\_?”

**Grandmother’s Chest**

Students play Grandmother’s Chest. One student starts, “У скрині моєї бабусі є \_\_\_\_\_.” The next student repeats what the previous student said and adds his own idea. It goes on and on.

**Timed Talking**

Students talk about familiar topics (e.g., their weekend, family, siblings, friends using the word bank). A timer is set for one minute and in that time limit, students can say as much as they want about the topic.

**Oral Stories**

One student begins to tell an oral story on a familiar topic by supplying the first sentence. Students with teacher’s support in turn provide sentences until the story is completed. Stories may be recorded and then played back and shared.

**Extension:** Students respond orally to a text and share their personal experiences.

**Group Sharing**

In a circle, students share information about a familiar topic. They take turns adding ideas and information. Reporting continues until each student who wishes to do so has had a turn. Encourage students to listen actively so that the information they share is an interrelated idea and not a repeated one.

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

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

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Ритмічні вправи
  - Щоденні мовні вправи—Загадки, Запитання й відповіді для розвитку мови

*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** read and understand a series of sentences or a short text on a familiar topic in structured situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Echo-Acting**

Have students complete *Nova 3* echo-acting routines on people's characteristics. For example,

- Я сердитий/а.
- Я незграбний/а.

**Group Singing and Reading**

Choose songs with rhythm, rhyme, and repetition. Record the lyrics on chart paper so that students can follow the print as they sing. Print favourite selections of poetry on charts and have students read along, chant, and identify rhyming patterns.

**Daily Morning Messages**

Invite students to read and comprehend daily morning messages written on the board. The content of the messages can vary to include humorous, informative, and interesting facts.

**Sentence Strips**

Provide students with sentence strips on a familiar theme that they have to sequence to create a short, simple paragraph.

**Extension:** Invite students to share personal experiences and opinions to contribute to class language experience charts. These charts are posted in the classroom.

**Reading***Students will be able to***6.2.3** read and understand a series of sentences or a short text on a familiar topic in structured situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

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

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to read and understand a series of sentences or a short text on a familiar topic in structured situations (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

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

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to read and understand a series of sentences or a short text on a familiar topic in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Проблемні запитання
  - Самостійне читання мовчки
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

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**Writing**

*Students will be able to*

**6.2.4** produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Description**

Students use picture dictionaries to describe a Halloween costume. They

- translate parts of the costume
- identify dressing words (e.g., чіпляю, маляю, одягаю, защіпаю, засуваю, зашнуровую, зав'язую, пришилаю, вішаю, надягаю, взуваю)
- make simple sentences

**Organize, then Describe**

After brainstorming, webbing, or using any other organizational tool, students each compose a brief paragraph about the topic.

**Patterned Stories**

Students write patterned stories by using their favourite, repetitive pattern texts to create their own texts, following the model presented.

**Writing Directions**

After a presentation on how to make a craft or follow a recipe, help students rehearse and write the directions. Students may also write the directions on how to play a simple game.

## Writing

*Students will be able to*

- 6.2.4** produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations?

**Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations (see sample blackline master in Appendix E: Rubric or Rubric and 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 produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

## SAMPLE RESOURCES

- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденник
  - Самостійне читання мовчки.
- Graphic organizers (see sample blackline masters in Appendix D)

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**Viewing**

*Students will be able to*

**6.2.5** view and understand simple events and representations

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Video and Venn Diagram

Students view a video and talk about the story. Then read the text version of the same story. Students compare the stories by completing a class Venn diagram with teacher's support.

#### Posters

Provide posters of Ukrainian events in the school and community and talk about their significance.

#### Paintings

Students view William Kurelek's paintings from *A Prairie Boy's Winter*. Lead students in studying the story Kurelek is trying to express through his work.

#### Community Landmarks

Show slides of community landmarks and signs in Ukrainian (e.g., book stores, credit unions, churches, museums).

**Viewing***Students will be able to***6.2.5** view and understand simple events and representations *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– view and understand simple events and representations?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to view and understand simple events and representations (see sample blackline master in Appendix E: Observation Checklist).

 **Learning Logs**

Students respond to their viewings in their Learning Logs. Have them discuss the strategies they used to understand and draw meaning from the images viewed.

**SAMPLE RESOURCES**

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998.
- *Попелюшка*. Київ: Гроно, 1997.
- *Попелюшка*. Вітер О. (ред.). Київ: Махаон–Україна, 2000.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1973.
- Venn diagram (see sample blackline master in Appendix D)
- Slides of community landmarks and signs in Ukrainian

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**Representing**

*Students will be able to*

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

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Pysanka**

Students receive instruction on the symbolism of the colours and designs used on a *pysanka*. Using paper, each student designs and then writes a *pysanka*, using symbols that represent a message personal to the student. Students then share their *pysanka* representations in small groups.

**Memory Book**

Students use a camera and take pictures of events at school to create a class memory book. In groups, students with teacher's support prepare simple captions to accompany the photographs.

**Extension:** Students make a video about their school community. They prepare with teacher's support a simple script to accompany the video.

**Our Community**

Students prepare a presentation about community workers, using computer software. Following the study of communities, students work in small groups to create or build a community, using shoe boxes to represent landmarks and buildings. They include Ukrainian labels and signs.

**Text Presentations**

Students work in groups to represent the same piece of text in different ways. Each group may choose one way to present the same information. Groups share their representations with the rest of the class.

**Graphic Organizers**

Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers (e.g., webs, Venn diagrams, mind maps, herringbone maps, and concept frames). Then encourage students to use a variety of graphic organizers throughout the year.

**Maps**

Students each draw and label a map of their bedroom, home, school, or classroom. They share their maps with one another, practising possessive pronouns (e.g., Це моя спальня. Це моє ліжко. Це мої м'ягкі іграшки.).

**Representing***Students will be able to*

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

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- use a variety of forms to create representations of ideas, events, 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 create representations of ideas, events, and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to use a variety of forms to create representations of ideas, events, and information (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- Graphic organizers (see sample blackline masters in Appendix D)
- Digital or disposable camera
- Electronic presentation software

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**Register**

*Students will be able to*

**6.3.1** recognize that some topics, words, or intonations are inappropriate in certain contexts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Talking about Volume

Present pictures of different places in the community (e.g., classroom, gymnasium, church, park, shopping centre). Students discuss acceptable volume levels for each place. Using the pictures, discuss with students topics that would probably not be talked about in each place.

### Story Discussion

Read aloud a number of books that portray people in different situations. Lead a discussion about the language used by the characters in the stories.

### Role-Play

Provide opportunities for students to role-play situations that involve appropriate topics. Role-playing may be done in response to texts that have been heard, read, or viewed. Scenarios may be real or imaginary. Discussion could follow the role-plays.

### Class Guests

Invite Ukrainian senior citizens or grandparents to visit the class. Prior to the visit, model and discuss respectful language, encouraging students to use such language when interacting with guests.

### Mini-Posters

Students design mini-posters showing appropriate language and behaviour in a particular context. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a class field trip or guest speaker.

**Register***Students will be able to*

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

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- recognize that some topics, words, or intonations are inappropriate in certain contexts?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize that some topics, words, or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Keep notes on individual student's successes and challenges in adapting language. Share notes with the student and together make plans for improvement.

 **Learning Logs**

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

## SAMPLE RESOURCES

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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**Idiomatic Expressions**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Language Ladders**

Model the following expressions that can be part of students' language ladders:

- Ой біда!
- Невже ж!
- Та ти що!

Encourage students to use these expressions in everyday classroom interactions.

**Idiom Bulletin Board**

Invite students to illustrate idiomatic expressions learned throughout the year. The illustrations, along with the accompanying idiomatic expressions, can be posted on a class bulletin board entitled "Наша мова зростає."

**Role-Play**

Students work in small groups to role-play simple situations provided by the teacher in which idiomatic expressions can be practised.

**Idiomatic Expressions***Students will be able to*

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

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

Does the student

- understand and use a variety of simple idiomatic expressions as set phrases?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to understand and use a variety of simple idiomatic expressions as set phrases. 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 and use a variety of simple idiomatic expressions as set phrases (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.
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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**Variations in Language**

*Students will be able to*

**6.3.3** accept individual differences in speech

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Guest Speakers**

Invite a guest speaker into the classroom at least once a month to read or tell stories to students. Seek guest speakers who present a variety of voices, dialects, and knowledge of the Ukrainian language.

**Television Shows**

Students listen to a section of the news on the *Контакт* or *Світогляд* television programs. Afterward, present the same text, using a more appropriate speed. Students compare and contrast the two presentations.

**Extension:** Students listen to interviews with Ukrainian athletes and musicians aired on Ukrainian radio and television stations.

**Buddies**

Students work with an older buddy student and listen to a story read and written by their buddy. They work with a younger buddy student to teach their buddy a song or poem.

**Recorded Stories**

Students listen to audio recordings of popular Ukrainian folk tales read by various narrators. They may also listen to stories narrated on the Ukrainian Knowledge Internet Portal (UKiP) at [www.ukip.ca](http://www.ukip.ca).

**Extension:** Students listen to weather forecasts on Ukrainian radio stations.

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

Does the student

- accept individual differences in speech?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to accept individual differences in speech (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- understands a variety of dialects
- recognizes that people speak at different speeds

**SAMPLE RESOURCES**

- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- Video recordings of Ukrainian television programs (e.g., *Контакт* and *Світогляд*).
- Audio recordings of local Ukrainian radio programs (e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba)
- Ukrainian guest speakers
- Ukrainian Knowledge Internet Portal (UKiP) at <[www.ukip.ca](http://www.ukip.ca)>

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**Social Conventions**

*Students will be able to*

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

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Greetings**

Students are instructed on the various forms of informally and formally greeting people. They practise these forms through simple role-plays in the classroom (e.g., informal па-па, привіт, formal Слава Ісусу Христу).

**Extension:** Students receive instruction on the correct usage of the ви/ти form and practise it. They apply their knowledge when greeting teachers and guest speakers, and when on field trips.

**Role-Play**

Provide opportunities for students to role-play situations using the phrase bank where different oral forms of address are used for people frequently encountered. Scenarios may be real or imaginary (e.g., in role-playing), what would you say to show courtesy when

- you run into your parish priest in the mall?
- a new student comes to your class?
- a visitor to the school asks directions in the hallway?
- your friend wants you to play with him at recess?
- your teacher asks you where your homework is?
- your grandmother asks you to help?

**Maps and Characters**

Have students draw maps showing scenes from stories they have read, listened to, or viewed that deal with people they frequently encounter. After students draw and cut out the main characters, they move them through locations on the map that represent story events, adjusting the oral forms of address as the characters meet different people.

**Vocative Case**

Students are instructed on the use of the vocative case (кличний відмінок). They practise the correct use by addressing their classmates and participating in simple role-play situations set up by the teacher.

**Social Conventions***Students will be able to*

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

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

Does the student

- use appropriate oral forms of address for people frequently encountered?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use appropriate oral forms of address for people frequently encountered (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 appropriate oral forms of address for people frequently encountered. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 10: Гість з Марсу».
- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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**Non-verbal Communication**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Appropriate and Inappropriate Behaviour**

Present examples of appropriate and inappropriate behaviours. For example,

- any waving, either in greeting or departure in a church, is considered inappropriate
- women in Ukraine, at one time, had to wear something to cover their heads
- men’s hats are removed when entering a building
- remaining seated when a guest, elder, person of the clergy, or St. Nicholas enters a room is considered inappropriate

**Non-Verbal Cues**

Present examples of non-verbal communication in different situations (e.g., drama presentations, television shows, and commercials). Students identify specific features (e.g., facial expressions, hand movements, whole body movements, and eye contact). In small groups or as a class, students discuss how specific features aided the presentation. When students have become familiar with non-verbal cues, give them a script with which to practise these cues, either in pairs or small groups.

**Television Shows or Videos**

Play clips of television shows or videos with the volume turned off. This requires students to focus on the use of non-verbal cues and be sensitive to cultural practices and values. Discuss with students how these cues convey feelings, persuade viewers or express opinions. Students may be given situations to pantomime the use of non-verbal cues.

**Field Trips**

Students participate in a number of field trips that demand appropriate non-verbal behaviours. Prior to the field trip, they review appropriate non-verbal and verbal behaviours and then practise them during the field trip (e.g., on a field trip to a Ukrainian church, students dress appropriately—boys remove hats and students greet the priest by saying “Слава Ісусу Христу” and responding “Слава навіки.”).

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

Does the student

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

 **Learning Logs**

Have students describe non-verbal behaviours they have used or witnessed that were inappropriate.

 **Conferences**

Conference with students to check on their understanding of appropriate and inappropriate non-verbal behaviours.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize that some non-verbal behaviours may be inappropriate in certain contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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**Cognitive**

*Students will be able to*

**6.4.1** use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Visualization**

Model for students how actions can assist in the internalization of vocabulary or phrases (e.g., when learning the *Nova* dialogues, students visualize cues to help them recall phrases).

**Graphic Organizers**

Have students use graphic organizers (e.g., concept frames or maps, to display knowledge of familiar and unfamiliar topics).

**Spelling Patterns**

Teach students simple strategies for recognizing Ukrainian word endings. For example, the endings -ий, -а, -е, -і in the words

- хата: велика, біла, висока
- кіт: великий, білий, чемний
- око: мале, кругле, біле
- штани: сині, довгі, теплі

Have students group their vocabulary words in their personal dictionaries by spelling patterns.

**Conjugation Games**

Divide students into two or three teams. Have each team stand in a line so that the first person is in front of the board. On the board, write some infinitive verbs. Provide the first person in each team with the chalk or marker. He or she runs to the board to conjugate the given verb, runs back to his or her teammates, and gives the marker to the next member on the team. This person runs to the board and conjugates the next given verb. The game continues until the first team has completed the conjugation of their list of verbs. Points are awarded to both teams for each correctly conjugated verb.

**Cognitive**

*Students will be able to*

- 6.4.1** use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

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

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE RESOURCES

- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Інна Світлова І. Є. Київ: АСТ-ПРЕС-ДІК-СІ, 2001.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- *Мій найкращий словник. Best Word Book Ever.* Scarry, R.; Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications Group, 1998.

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**Metacognitive**

*Students will be able to*

**6.4.2** use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Learning Log Reflection**

Students are given the opportunity to reflect on their writing in their Learning Logs. They can also add new words or phrases they learned that week.

**Planning**

Encourage students to plan their tasks or projects. Model how this can be done in a sequential way.

**Graphic Organizers**

Prior to using a graphic organizer, review with students how the organizer assists in grouping thoughts, ideas, and concepts.

**Reporting**

Post a simple text at the front of the room. Divide students into groups and tell them that they have to work together to read the text and go back to their seats to summarize it. Have the groups discuss strategies for remembering the text (e.g., look for key words). Students then take turns going to the front and reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide students with the original text from the front of the room and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.

**Metacognitive***Students will be able to*

- 6.4.2** use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task)  
*(continued)*

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

Does the student

- use a variety of simple metacognitive 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 a variety of simple metacognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Conferences**

Conference with students to share observations. Invite students to share their feelings on their progress in learning Ukrainian. Discuss areas students have identified for improvement and provide direction and encouragement as well as feedback on their progress.

**SAMPLE RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- Graphic organizers (see sample blackline masters in Appendix D)

*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 a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Opportunities for Interaction**

Provide a variety of opportunities for students to interact with others. For example,

- students work in small groups and with a variety of partners
- students converse with more experienced speakers (invite guest speakers in or buddy-up with an older class)

**Work Together to Interpret**

Divide students into groups and have them work together to interpret a short text in Ukrainian. Every student in the group takes a turn reading the text before they begin. Have the student summarize the text and present his or her summary to the rest of the class.

**Rewarding Learning**

Have students brainstorm possible rewards for learning and create a rewards list (e.g., a food day when they get to sample various Ukrainian foods, time to view Ukrainian cartoons).

**Social/Affective***Students will be able to*

- 6.4.3** use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment) *(continued)*

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

Does the student

- use a variety of simple social and affective strategies, with guidance, to enhance language learning?

 **Checklist**

Create a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to

- interact with others
- participate in shared rewriting activities
- ask others for help
- work cooperatively with others
- understand that making mistakes is a natural part of the learning experience
- take risks with unfamiliar tasks
- make use of new words and expressions in conversation
- reread texts to enhance understanding

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of 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**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- Ukrainian guest speakers

*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 a variety of simple interactive strategies, with guidance (e.g., ask for clarification or repetition when they do not understand)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### I Don't Understand

Model phrases that indicate the message was not understood. For example,

- Вибач(те)! Я не зрозумів/ла...
- Чи ти можеш повторити, будь ласка?
- Прошу повторити ще раз, будь ласка.

### Questioning

Model asking questions in which students paraphrase to form a question. For example,

- Чи ти хочеш сказати, що ...?
- Чи я правильно розумію тебе/Вас, що ...?

Post these key phrases on a classroom poster for students to refer to.

### Conversing in Groups

Divide students into groups to have short conversations with each other on specific topics (e.g., pets, hobbies using the phrase bank). Encourage students to use strategies such as interpreting non-verbal cues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, using circumlocution or repeating part of what someone has said to confirm understanding.

### Brainstorm

Invite students to brainstorm a list of the qualities of a good listener and a good speaker. These qualities are written on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference.

### Keep on Talking

Divide students into pairs to speak in Ukrainian to one another for as long as possible without using any English words. Have them use circumlocution (e.g., “the thing you hang the clothes on” for “hanger”), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for understanding (e.g., “Am I making sense?”).

**Interactive***Students will be able to*

- 6.5.1** use a variety of simple interactive strategies, with guidance (e.g., ask for clarification or repetition when they do not understand) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use a variety of simple interactive strategies, with guidance?

**Observation Checklist**

Develop a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to

- indicate a lack of understanding
- ask for clarification
- realize when the message has not been understood
- attempt a different tactic
- use a simpler word similar to the concept they want to convey

**Anecdotal Notes**

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

## SAMPLE RESOURCES

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Ритмічні вправи
  - Щоденні мовні вправи—Загадки; Фізичне реагування на вказівки.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 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.*

**Interpretive**

*Students will be able to*

**6.5.2** use a variety of simple interpretive strategies, with guidance (e.g., determine the purpose of listening; listen or look for key words)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Key Words**

Encourage students to use a highlighter to focus on key or new words when reading a new text. Before reading, listening, or viewing, review key words or phrases to assist students in comprehending the text.

**Prediction**

Before reading a text, have students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have students make predictions about what they expect to hear based on what they already know about the topic.

**Summarizing Text**

Divide students into groups and have them read a text and summarize it. Have the groups use various strategies. For example, prepare questions to help them note information found in the text (e.g., 5 Ws and 1H), look for key words, reread several times to improve understanding.

**Interpretive***Students will be able to*

- 6.5.2** use a variety of simple interpretive strategies, with guidance (e.g., determine the purpose of listening; listen or look for key words) *(continued)*

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

Does the student

- use a variety of simple interpretive strategies, with guidance?

**Checklists**

Create a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to

- use visuals to aid reading comprehension
- use visual supports, intonation and gestures to aid comprehension
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- listen or look for key words
- determine the purpose of listening
- use knowledge of the sound–symbol system to aid reading comprehension

**Anecdotal Notes**

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

**SAMPLE RESOURCES**

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком
  - Щоденник
  - Ритмічні вправи
  - Щоденні мовні вправи—Загадки; Фізичне реагування на вказівки.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 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.*

**Productive**

*Students will be able to*

**6.5.3** use a variety of simple productive strategies, with guidance (e.g., use illustrations to provide detail when producing their own texts)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Classroom Resources

Provide students with access to dictionaries and resource materials in the classroom. Encourage them to make use of language supports in the classroom (e.g., word walls, thematic posters, frequently used vocabulary, adjective and adverb lists).

### Sentence Starters

Provide students with familiar sentence starters in written form that include key vocabulary for classroom routines. Have students complete the sentences using the word bank to form a paragraph or list of instructions.

### Repeating a Pattern

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have them use the sentence pattern to create their own poems and songs.

### The Writing Process

After viewing different examples of basic familiar fables or fairy tales, students create their own texts with illustrations following a chosen pattern. Have them follow the writing process with teacher's support (prewriting, writing, revisions, correction, and publication). Encourage students to apply grammar rules to improve their texts and to avoid difficult structure by rephrasing.

**Productive**

*Students will be able to:*

- 6.5.3** use a variety of simple productive strategies, with guidance (e.g., use illustrations to provide detail when producing their own texts) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use a variety of simple productive strategies, with guidance?

 **Observation Checklist**

Develop a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words in the immediate environment
- use resources to increase vocabulary
- use resources to correct texts
- use familiar repetitive patterns from stories, songs, poems or media
- use illustrations to provide detail when producing his or her own texts
- use knowledge of sentence patterns to form new sentences
- attempt to revise and correct final versions of texts

## SAMPLE RESOURCES

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Мій найкращий словник. Best Word Book Ever*. Scarry, R.; Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications Group, 1998.
- *Мій перший словник. Ukrainian-English and English-Ukrainian Dictionary*. Niniowskyj, V. Edmonton, AB: Ukrainian Bookstore, 1985.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Загадки; Тайнописи
  - Розповіді за порядком
  - Щоденник
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 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.*

**Cognitive**

*Students will be able to*

**6.6.1** use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time)

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

Use graphic organizers to develop understanding of a concept. These are posted in the classroom as a reference for student use.

**Mnemonic**

Ask students to create a mnemonic device to remember grammar rules or vocabulary (e.g., a preposition song). The mnemonic devices are shared and students choose the one they believe to be the best. They use the device of their choice to remember the concept.

**Inquiry Process**

Have students research a topic and create a presentation modeled by the teacher. Before beginning their research, students write questions to guide their research in a KWL chart. For example,

Що я знаю	Що я хочу знати	Що я вивчив/вивчила

Have students access and use a variety of information sources (e.g., libraries, the Internet, people in the community and professional organizations).

**Extension:** With teacher guidance, students generate simple questions to guide their research on an animal of their choice. For example,

- Де вони живуть?
- Що вони їдять?
- Яких мають ворогів?
- Як вони виглядають?

**Cognitive***Students will be able to*

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use 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).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE RESOURCES

- *Нова 3: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Загадки, Тайнописи.
- Graphic organizers (see sample blackline masters in Appendix D)

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

**Metacognitive**

*Students will be able to*

**6.6.2** use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Reflection**

Encourage students to participate in a variety of activities that allow them to reflect on and realize their growth in language learning (e.g., formal spelling programs with pre-tests and post-tests, Learning Logs, Reading Logs, genre graphs, goal-setting, and reflection activities).

**Group Evaluation**

Before beginning a group activity, have students work together to develop criteria for evaluating their own work. Have them write these criteria down with teacher's support and use them later in the self-assessment of their finished work.

**Planning for a Task**

Before beginning a task, have students plan the steps they will take to complete the task (e.g., students make a plan to visit a bilingual Grade 1 or Grade 2 class to present their play). They jot down different jobs they need to do (e.g., making the backdrop, getting materials). They write down the process in their Learning Logs to check their own process and also to see if they have followed their plan.

**Metacognitive***Students will be able to*

- 6.6.2** use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task) *(continued)*

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

Does the student

- use simple metacognitive strategies to enhance general learning?

**Observation Checklist**

Develop a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to

- reflect on learning tasks with guidance
- realize his or her efforts can affect learning
- make a plan for how to approach a task
- identify his or her own needs and interests
- manage the physical environment in which he or she works
- keep a Learning Log, diary or journal
- decide to attend to a learning task

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Мовні ігри.
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 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.*

**Social/Affective**

*Students will be able to*

**6.6.3** use simple social and affective strategies to enhance general learning (e.g., participate in cooperative group learning tasks)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Model Encouragement**

When students are working in pairs, model for each pair how they may encourage each other. Point out to others when one student encourages another. The use of heterogeneous groups would be helpful in this situation.

**Cooperative Phrases**

Invite students to brainstorm words and phrases that would assist them in working cooperatively with other students. For example,

- прошу повторити ...
- тепер моя черга ...
- прошу подати ...

Post these phrases in the classroom for future reference. Encourage students to use these phrases when involved in group work.

**Group Problem Solving**

Have students design board games for the bilingual Kindergarten and Grade 1 classes. They have to decide what materials they are going to use, what concepts they are going to reinforce, etc. When they encounter an issue or a problem, they follow a simple problem-solving model to find a solution. Encourage students to take risks, even though they might make mistakes.

**Free Exploration**

Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and allow students to choose a resource to use. Encourage students to follow their natural curiosity to choose a topic.

**Social/Affective***Students will be able to*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., participate in cooperative group learning tasks) *(continued)*

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

Does the student

- use simple social and affective strategies to enhance general learning?

**Observation Checklist**

Create a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to

- watch others' actions and copy them
- seek help from others
- participate actively in cooperative group learning activities
- display a willingness to take risks and try unfamiliar tasks and approaches
- provide support strategies for others to persevere

**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 to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Мовні ігри.
- *Classroom Behaviour Charts I*. Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.
- *Classroom Behaviour Charts II*. Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

7.1 Self-Identity

GRADE

3

Specific  
Outcome

### Understanding Self-Identity

*Students will be able to*

**7.1.1** explore and examine various sources of information for development of their own self-concept

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Family Tree

Using a family tree template, students complete a family tree of their own families. They interview various family members when collecting information. The family trees are posted for students to view.

### Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

### Personal Timelines

Invite students to complete personal timelines of important milestones in their lives. Students enhance their timeline by including photographs, drawing pictures, and adding captions with teacher's support.

### Personal Character Maps

After teaching and/or reviewing necessary vocabulary, invite students to make a list of their positive qualities and characteristics. Students then sort and classify their individual traits and create personal character maps. They next ask three other people to add one positive characteristic. Students' personal character maps are posted in the classroom.

**Understanding Self-Identity***Students will be able to*

- 7.1.1** explore and examine various sources of information for development of own self-concept (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- explore and examine various sources of information for development of her or his own self-concept?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore and examine various sources of information for development of their own self-concept (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 explore and examine various sources of information for development of their own self-concept. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Conference with small groups about students' sharing of their self-concepts and their understanding of others' perceptions of them. Provide positive feedback and support to help students develop and expand these outcomes.

SAMPLE **RESOURCES**

- *Моя родина. My Family.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Family tree template

*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 own strengths and abilities

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Positive Character Qualities**

Identify a positive character quality for the month (e.g., respect, self-esteem). Provide students with criteria for displaying this character quality. Keep a checklist. At the end of the month, all students get a certificate.

**Positive Puzzle**

On poster paper, make a puzzle where each student gets a piece. On the piece, each student records a positive thing about himself or herself. Put the pieces together to create a display entitled “You Are an Important Part of the Puzzle.”

**VIPs**

Recognize each student, in turn, as a VIP. Each student identifies with teacher’s support his or her own strengths and abilities as shown by his or her involvement with parents, family, and/or the community. The student’s successes are displayed in the classroom.

**Personal Timelines**

Have students complete personal timelines of the milestones in their lives. Students enhance their timelines with photographs or pictures and add captions.

**Alternative Activity:** Students create personal photo essays of their lives, using photographs with short captions written for each one with teacher’s support.

**Developing Positive Self-Identity***Students will be able to***7.1.2** understand own strengths and abilities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– understand own strengths and abilities?

 **Portfolios**

Students choose work samples that demonstrate their personal and academic strengths and abilities. They state why a particular piece of work was selected.

 **Conferences**

Conference with students to discuss their understanding of their own strengths and abilities.

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to understand their own strengths and abilities. Students can use a checklist like the sample below:

<b>Самооцінка моєї роботи</b>	
Ім'я: _____	Дата: _____
Назва твору: _____	
1. Моя найкраща робота _____	
_____	
2. Це моя найкраща робота тому, що _____	
_____	
3. Я ще мушу попрацювати над _____	
_____	

*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** recognize and appreciate various elements of Ukrainian language and culture

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Field Trips

Provide students with opportunities to participate in, explore and view various elements of Ukrainian culture, both historical and contemporary (e.g., explore and learn about immigration and the development of the local Ukrainian community, visit a Ukrainian museum to learn about the life of the early Ukrainian pioneers).

### Ukrainian Writers

Read age-appropriate poems and stories from accomplished Ukrainian writers (e.g., Наталя Забіла and Тарас Шевченко).

### Ukrainian Music

Invite students to listen to a variety of folk, contemporary, and classical music pieces by Ukrainian composers. Students discuss their preferences.

### Christmas Singing

When learning about Ukrainian Christmas traditions practised both in Ukraine and Canada, students learn to sing a variety of колядки and щедрівки, learn віншування and the appropriate greeting (Христос народився!) and response (Славім Його!).

**Extension:** When learning about Ukrainian Easter traditions practised in both Ukraine and Canada, students learn to sing a number of spring songs (*hahilky*) and dance the accompanying dances.

### Christmas Traditions

Students participate in Christmas activities. For example,

- list and discuss the 12 dishes for Свята вечеря and explain their significance
- take a field trip to a seniors' home to sing Christmas carols and share Christmas greetings (віншування)
- participate in wheat-weaving activities in preparation for Christmas

**Valuing Ukrainian Language and Culture***Students will be able to*

- 7.1.3** recognize and appreciate various elements of Ukrainian language and culture  
(continued)

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

Does the student

- recognize and appreciate various elements of Ukrainian language and culture?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize and appreciate various elements of Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize and appreciate various elements of Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

**Learning Logs**

After each activity, students record personal reflections in their Learning Logs using the word bank. Review these entries and provide positive feedback and support where needed.

**Conferences**

Conference with students to discuss participation, recognition and appreciation of the Ukrainian language and culture.

**SAMPLE RESOURCES**

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 9: Великодній ярмарок».
- *Нова 3: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (комплект касет). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1995.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

**Valuing Bilingualism/Multiculturalism**

*Students will be able to*

**7.1.4** recognize and appreciate various elements of a bilingual/multicultural education

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Other Language Classes**

Students participate in an exchange with another bilingual class and share a cultural activity, dance, art idea or song.

**Extension:** After a field trip or exchange with another language class, students write thank-you cards expressing what they learned and why the experience was special to them.

**Stories**

Invite students to listen to different versions of stories (e.g., *Пінка—The Great Big Enormous Turnip* or *Рукавичка—The Mitten*).

**Extension:** Read stories from other cultures (e.g., Бременські музики).

**International Sports Event**

Students participate in an international sports event organized by the school. Each class (team) chooses a country they will represent. In small groups, students research and draw the flag of that country, as well as a banner for their team. Students may also participate in a variety of activities related to that country (e.g., read folk tales from that culture, prepare a recipe, create an informational poster).

**Pysanka**

Students invite Grade 3 English or French Immersion students into their classroom to learn the art of *pysanka*-decorating. They model the procedure and explain the significance of the colours and symbols used.

**Valuing Bilingualism/Multiculturalism***Students will be able to*

- 7.1.4** recognize and appreciate various elements of a bilingual/multicultural education  
(continued)

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

Does the student

- recognize and appreciate various elements of a bilingual/multicultural education?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize and appreciate various elements of a bilingual/multicultural education (see sample blackline master in Appendix E: Observation Checklist).

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize and appreciate various elements of a bilingual/multicultural education. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Learning Log**

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

- Я дещо прочитав/ла про \_\_\_\_\_.
- Я добре зрозумів/ла про \_\_\_\_\_.
- Я також хотів би/ла б дізнатися про \_\_\_\_\_.

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize and appreciate various elements of a bilingual/multicultural education (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Ріпка. Українська народна казка.* Київ: Веселка, 1999.
- *Рукавичка. The Mitten.* (CD-ROM). Arseneault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.
- *Рукавичка.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.

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**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***

After learning about the significance of the designs, symbols and colours used to write a *pysanka*, students each design and label a *pysanka* on paper. They share their *pysanka* designs with a partner, explaining the significance of their designs (e.g., Це риба—символ християнства).

**Traditions of the Past**

Students interview family members about how they celebrated Ukrainian cultural events when they were younger. They report this information to their classmates.

**Ukrainian New Year**

Students learn about Ukrainian New Year traditions and participate in the practice of посівання by learning the blessing and by visiting other Ukrainian classes in the school.

**Christmas Traditions**

Have students participate in Christmas activities and experiences. For example,

- in addition to learning Christmas carols, students learn a *Schedrivka* and understand when each is sung.
- students learn a Christmas greeting (віншування) that they can share with their families during the Christmas season.
- students learn about the significance of кутя at the Christmas Eve meal. They study a recipe for кутя, prepare a shopping list, and make кутя in class.
- students learn a number of traditional Ukrainian Christmas carols and a Christmas blessing (віншування). They participate in the tradition of carolling by visiting school classes, seniors' homes.

**Easter Traditions**

Have students participate in Christmas activities and experiences. For example,

- students learn the words and movements to traditional spring dances called гаївки. They perform гаївки as part of an Easter celebration in school.
- students learn the significance of the Easter foods that traditionally were put into an Easter basket and blessed. They participate in baking a *paska* and making a баран out of butter for their own Easter baskets.

**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?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Checklist).

**Conferences**

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional Ukrainian language and cultural activities.

**SAMPLE RESOURCES**

- *Нова 3: Діалоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 9: Великодній ярмарок».
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

7.2 Ukrainian Culture

GRADE

3

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

### Contemporary Music

Students listen to and sing along to Canadian Ukrainian contemporary children's music. They record the names of the songs they listen to as well as the performing artists. Students rate their enjoyment of each song, using the five-star system.

### Ukrainian Fonts

Students prepare a multimedia presentation or email Ukrainian messages, using the Ukrainian fonts.

### Gallery Walk

Provide opportunities for students to do a gallery walk of contemporary artists or present contemporary adaptations of historical elements.

### Attending Ukrainian Productions

Students attend and/or participate in Ukrainian drama productions, dance concerts, or music festivals. Alternatively, students view the videos of these Ukrainian productions.

**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?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities 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 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 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 **Conferences**

Confer with the students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

**SAMPLE RESOURCES**

- *Barabolya ... that means Potato!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Tsyboolya ... that means Onion!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1999.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Нова 3: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (комплект касет). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1993.
- Computers with Ukrainian e-mail and multimedia capability
- CDs of a variety of contemporary Ukrainian artists

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

3

Specific Outcome

### Diversity

*Students will be able to*

7.2.3 identify diverse elements of the Ukrainian language and culture in school and/or the local community

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Ukrainian Dance Troupe

Students attend a performance of a Ukrainian dance troupe and are asked to note the variety of traditional costumes and regions of Ukraine represented (e.g., *Hutsul'shchyna, Poltava, Bukovyna, Zakarpattia*).

### Ukrainian Foods

When discussing Ukrainian foods, students share how *varenyky* have been adopted by other cultures (e.g., *varenyky* with pasta sauce or prepared with olive oil and herbs). Discussion is also directed to the term *пирог* and a more accurate term *вареники*. The accepted term used at home can be graphed to show diversity.

### Christmas and Easter Traditions

When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents on how they celebrated Christmas or Easter when they were young. Students share the information gathered with their classmates.

### Ukrainian in the Community

On a community map, students, with the assistance of the teacher, label Ukrainian churches, organizations, and monuments.

**Diversity***Students will be able to***7.2.3** identify diverse elements of the Ukrainian language and culture in school and/or the local community (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify diverse elements of the Ukrainian language and culture in school and/or the local community?

 **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 diverse elements of the Ukrainian language and culture in school and/or the local community (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify diverse elements of the Ukrainian language and culture in school and/or the local community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Learning Logs**

After each activity, students record personal reflections regarding the diverse elements of the Ukrainian language and culture. Review these entries and provide positive feedback and support where needed.

 **Conferences**

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the Ukrainian language and culture.

**SAMPLE RESOURCES**

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

*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** identify how people's actions and lifestyles change to accommodate the changing needs of people

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Changing Traditions**

Students learn that some Christmas traditions have changed. For example,

- straw was spread under the table and tablecloth for the Christmas Eve meal
- Ukrainian costumes were worn at every special occasion
- apples, nuts, and candies were hung on Christmas trees
- wheat was thrown onto the ceiling at Christmas
- priests blessed every parishioner's home
- every family used to save their best sheaf of wheat from the harvest for a дідух

**Guest Speaker**

Invite guests from the community (e.g., a Ukrainian grandparent, to discuss the lifestyles of people in the past). Create a Venn diagram to compare and contrast an aspect of life today with the past (e.g., household chores and responsibilities, school).

**Sketches of the Past**

Students make sketches to illustrate scenes from the lives of people in the past and present. They share their sketches with classmates in groups. Discussions centre on how people's actions and lifestyles change to accommodate the changing needs of people. For example,

- Колись люди ...
- Сьогодні ми ...

**Change***Students will be able to***7.2.4** identify how people's actions and lifestyles change to accommodate the changing needs of people (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- identify how people's actions and lifestyles change to accommodate the changing needs 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 identify how people's actions and lifestyles change to accommodate the changing needs of people (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify how people's actions and lifestyles change to accommodate the changing needs of people. 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 how people's actions and lifestyles change to accommodate the changing needs of people. Offer feedback, encouragement, and praise as needed.

 **Conferences**

Conference with students to determine their skill in identifying how people's actions and lifestyles change to accommodate the changing needs of people. Provide feedback and guidance.

## SAMPLE RESOURCES

- *Пригоди*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Свята», с. 93–114.
- Ukrainian guest speakers (e.g., grandparents)
- Graphic organizers (e.g., Venn diagram [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.*

**Positive Group Membership**

*Students will be able to*

**7.3.1** experience that helping others is rewarding

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Ukrainian Orphanage**

Students collect items (e.g., school supplies for an orphanage in Ukraine). They include short letters and cards for the children.

**Helping in the Community**

Have students help others in the community. For example,

- collect food for a food bank
- make a food hamper for a needy Ukrainian family in the community
- do something helpful for people with disabilities
- participate in a schoolyard or community clean-up

**Bulletin Board**

Establish a classroom bulletin board entitled “Хто кому допомагав” and invite students to write examples of how other students have assisted them.

**Helping Shapes**

On forms cut out in the shape of a hand, students write, “Іван допоміг мені знайти рукавицю” or “Дякую, Ларисо, за те, що ти допомогла мені читати Осінні роботи. At the end of the activity, each student reads and presents his or her note of appreciation to the helper using the phrase bank. These are placed in the helpers’ portfolios.

**Brainstorming**

Invite students to brainstorm a list of ways they can or would like to help others:

- in the classroom
- in the school
- in their immediate community
- in the Ukrainian community

Students choose one idea and plan a class project with teacher’s support.

**Role-play**

Students work in pairs to role-play a situation in which one person requires assistance from another (e.g., a student new to the school, a person with crutches). Encourage students to share how they helped each other and how they felt when they were helping. For example, Я допоміг Тарасові ...

**Positive Group Membership***Students will be able to***7.3.1** experience that helping others is rewarding (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- experience that helping others is rewarding?

 **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 that helping others is rewarding (see sample blackline master in Appendix E: Observation Checklist).

 **Learning Logs**

Students respond to prompts to write in their Learning Logs using the word bank. For example,

- Щоб допомогти своєму партнерові, я \_\_\_\_\_.  
(що зробив/ла)
- Внаслідок цього я почував/ла себе \_\_\_\_\_.  
(як саме)
- Я зрозумів/ла, щоб допомагати іншим треба \_\_\_\_\_  
тому, що \_\_\_\_\_.

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to experience that helping others is rewarding (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 experience that helping others is rewarding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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**Appreciating Diversity**

*Students will be able to*

**7.3.2** explore diversity in the classroom, school, and local community; and reflect on its significance to their selves

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Family Celebrations**

Lead the class in a discussion of how students' families celebrate special events (e.g., birthdays, Christmas, Easter). As students share their family traditions, note these on chart paper.

**Extension:** Each student within a small group uses labelled cards to describe various traditions that his or her family celebrates every year. Students place the cards in the centre of the group if it is true for all group members. They place the cards in another spot if it is true for one individual.

**Student Surveys**

The teacher and students explore similarities and differences within the classroom or school by conducting student surveys.

**Venn Diagram**

Use a Venn diagram to help students recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between their selves and their classmates.

**Appreciating Diversity***Students will be able to***7.3.2** explore diversity in the classroom, school, and local community; and reflect on its significance to their selves (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore diversity in the classroom, school, and local community; and reflect on its significance to their selves?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore diversity in the classroom, school, and local community; and reflect on its significance to their selves (see sample blackline master in Appendix E: Observation Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explore diversity in the classroom, school, and local community; and reflect on its significance to their selves. Offer feedback, encouragement, and praise as needed.

 **Learning Logs**

Respond to students' Learning Logs to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to their selves. Review these entries and provide positive feedback and support where needed.

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore diversity in the classroom, school, and local community; and reflect on its significance to their selves (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- Venn diagram (see sample blackline master 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.*

**Appreciating Similarity**

*Students will be able to*

**7.3.3** explore similarities among members of the immediate community, and reflect on the significance of this to their selves

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Traditions Comparison**

Read a book on a traditional Ukrainian Christmas. Have students discuss which of the traditions are still practised today. Alternately, read a book about a German or Polish family celebrating Christmas. Students can discuss some similarities between this family and theirs.

**Daily Lives Comparison**

With student input, the class compares students' daily lives with the lives of people in their immediate community. The similarities and differences may be recorded on graphic organizers (e.g., Venn diagrams), with a focus on the similarities.

**Guest Speaker**

Invite a guest speaker from the community (e.g., the bus driver) to speak with students. The teacher and students create a Venn diagram to compare and contrast the daily life of the guest speaker and their own. A discussion then follows, centring on similarities between members of the community and its significance to students.

**Multicultural Experiences**

Encourage students to participate in or attend multicultural celebrations and concerts either during or after school hours. Students report back to their classmates about their experiences.

**Appreciating Similarity***Students will be able to***7.3.3** explore similarities among members of the immediate community, and reflect on the significance of this to self (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore similarities among members of the immediate community, and reflect on the significance of this to his or her self?

 **Learning Logs**

Respond to students' Learning Logs to provide positive feedback and support regarding their reflections on the activity and its significance to them.

 **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 among members of the immediate community, and reflect on the significance of this to their selves (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to explore similarities among members of the immediate community, and reflect on the significance of this to their selves. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- Guest speaker from the community
- Multicultural celebrations or concerts
- Graphic organizers (e.g., Venn diagram [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.*

**Contributing to Community**

*Students will be able to*

**7.3.4** participate cooperatively in daily classroom duties, and support peers and classmates

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Clean-up Day**

Elicit the assistance of students to help organize a clean-up day where students pick up litter in the schoolyard.

**Duty List**

Post a class list of duties that need to be done помічники on a regular basis. Students volunteer on a daily basis (e.g., листоноша, сторож, бібліотекар, асистент, секретар, касир).

**Roles and Responsibilities**

Lead students in a discussion about the roles and responsibilities students in Grade 3 might have at home and school. Student contributions are recorded on the board. Students create a web showing at least five responsibilities they have at home and at school, using the words and phrases recorded by the teacher.

**Positive Contributions**

Record students' responses in Ukrainian during a discussion about ways students can make positive contributions to the classroom and school. Each student is requested to design a mini-poster, using simple phrases in Ukrainian, showing three ways they can contribute to their classroom and school community (e.g., Я можу ... Я буду ...).

**Contributing to Community***Students will be able to***7.3.4** participate cooperatively in daily classroom duties, and support peers and classmates (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- participate cooperatively in daily classroom duties, and support peers and classmates?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate cooperatively in daily classroom duties, and support peers and classmates. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate cooperatively in daily classroom duties, and support peers and classmates (see sample blackline master in Appendix E: Self-Assessment Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate cooperatively in daily classroom duties, and support peers and classmates. Offer feedback, encouragement, and praise as needed.

## SAMPLE RESOURCES

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002, с. 25.
- *Health and Life Skills K–9: Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

7.4 Global  
Citizenship

GRADE

3

Specific  
Outcome

**Responsible Citizenship**

*Students will be able to*

**7.4.1** recognize that growing up involves making decisions and accepting consequences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Punctuality**

Develop a theme on punctuality (e.g., when and where do you have to be on time? What are the consequences if you are late?). Students with teacher's support create mini-posters, using illustrations and simple sentences to promote the theme.

**Healthy Eating**

In correlation with a health unit, students list foods that, according to the *Canada Food Guide*, contribute to personal health. They study their lunches that day to see if they have a healthy, balanced diet.

**Classroom Rules**

Invite students to provide input in establishing classroom rules and consequences for not following the established rules. The rules are written in short, simple sentences in Ukrainian and posted in the classroom.

**Making Choices**

Record students' responses on the board during a class sharing session on decision making. Students share situations in which they made good choices and situations in which they made bad choices. In their Learning Logs, they record three situations from good choices (“добрі рішення”) and three from bad choices (“недобрі рішення”) that have meaning for them.

**Responsible Citizenship***Students will be able to*

- 7.4.1** recognize that growing up involves making decisions and accepting consequences (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- recognize that growing up involves making decisions and accepting consequences?

 **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 growing up involves making decisions and accepting consequences (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Confer with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions.

 **Self-Assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize that growing up involves making decisions and accepting consequences (see sample blackline master in Appendix E: Self-Assessment Checklist).

## SAMPLE RESOURCES

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002, с. 25.
- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

**Interdependence**

*Students will be able to*

**7.4.2** identify the advantages and disadvantages of working collaboratively with a partner or group

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Group Work Strategies and Guidelines**

When first introducing group work at the beginning of the year, have students brainstorm strategies that will contribute to cooperative and collaborative group work. Pose the question, “Що треба, щоб ми співпрацювали?” Record student responses in Ukrainian and post guidelines based on this discussion in the classroom for reference. Some suggested guidelines include the following:

- треба говорити по черзі
- треба говорити тихшим голосом
- треба слухати інших
- треба триматися своєї групи

These guidelines can be used for student self-assessments or peer assessments.

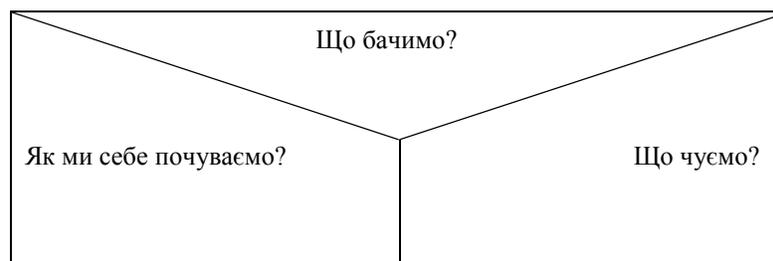
**People in Our Community**

In correlation with social studies, students with teacher’s support do a variety of activities about how people in our community rely on one another (e.g., farmers provide food, police protect us, teachers educate us).

**Advantages and Disadvantages**

When discussing the advantages and disadvantages of working with others, invite students to complete a class Y-chart entitled “Ми працюємо разом” or “Ми співпрацюємо.”

Як ми працюємо разом?



**Interdependence***Students will be able to***7.4.2** identify the advantages and disadvantages of working collaboratively with a partner or group (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- identify the advantages and disadvantages of working collaboratively with a partner or group?

 **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 the advantages and disadvantages of working collaboratively with a partner or group (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 identify the advantages and disadvantages of working collaboratively with a partner or group. Offer feedback, encouragement, and praise as needed.

 **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify the advantages and disadvantages of working collaboratively with a partner or group (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

## SAMPLE RESOURCES

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002, с. 25.
- Y-chart (see sample blackline master in Appendix D)

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

7.4 Global  
Citizenship

GRADE

3

Specific  
Outcome

**Intercultural Skills**

*Students will be able to*

**7.4.3** explore ways to resolve interpersonal conflict, and initiate and maintain new relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**T-Charts**

As a class, students with teacher's support discuss small problems and big problems. Small problems are ones students can solve on their own. Big problems are ones that involve teacher intervention. Compare these in a T-chart. For example,

Малі проблеми	Великі проблеми

**Pen Pals**

Students with teacher's support develop a pen pal relationship with a bilingual class from another school or city.

**Intercultural Skills***Students will be able to***7.4.3** explore ways to resolve interpersonal conflict, and initiate and maintain new relationships (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- explore ways to resolve interpersonal conflict, and initiate and maintain new relationships?

 **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 ways to resolve interpersonal conflict, and initiate and maintain new relationships (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist and Goal-Setting**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore ways to resolve interpersonal conflict, and initiate and maintain new relationships. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

**SAMPLE RESOURCES**

- Graphic organizers (e.g., T-charts [see sample blackline masters in Appendix D])
- Pen pals from another Ukrainian bilingual class

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.*

**Future Opportunities**

*Students will be able to*

**7.4.4** identify personal strengths and areas for improvement and/or change, and set personal goals

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Looking to the Future**

Invite students to list ideas of how and where they can use their knowledge of Ukrainian in the present and future. For example,

- travelling
- meeting other Ukrainian bilingual students
- talking to бабуся, дідусь (баба, дід) and other relatives
- greeting a visitor from Ukraine
- meeting a new student from Ukraine or another Ukrainian-speaking country
- getting a job as an adult

**Setting Personal Goals**

Students brainstorm with teacher's support a list of personal goals a Grade 3 student may have. Record students' ideas in Ukrainian on poster paper. Choosing one goal from the list, model how a goal can be written out, using a goal-setting sheet. Using the same goal-setting sheet, students each write out one short-term goal they want to accomplish.

**Future Opportunities***Students will be able to***7.4.4** identify personal strengths and areas for improvement and/or change, and set personal goals (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- identify personal strengths and areas for improvement and/or change, and set personal goals?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify personal strengths and areas for improvement and/or change, and set personal goals (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Checklist and Goal-Setting**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify personal strengths and areas for improvement and/or change, and set personal goals. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

 **Conferences**

Confer with students to discuss their progress toward the goals they set for their selves at the beginning of the year. Provide feedback, suggestions, and encouragement.

 **Learning Logs**

Using the monitoring sheet developed in class, students each write a short sentence or two reflecting on their progress toward achieving their goals.