

General Outcome

1

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

1.1 Discover and Explore

KINDERGARTEN

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Specific Outcome

**Express Ideas**

*Students will be able to*

1.1.1 participate in and represent a range of experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Cultural Objects**

Students observe the creation of a familiar object relevant to the Ukrainian culture. For example, wax candles, Ukrainian Easter eggs and other arts and crafts. They then create their own versions of the object.

**Ukrainian Music**

Students listen to a piece of Ukrainian music, then paint their own interpretations of the music and words.

**Field Trip**

Students participate in a field trip and, when they return, create a representation of their favourite part.

**Community Walk**

Students participate in a group community walk, then illustrate a favourite moment or make a large mural entitled “Наше середовище.” They can also add representation to a large map of the school prepared by the teacher to help them become familiar with the school.

**Learning Centres**

Set up a variety of learning centres. At the end of the week, students illustrate their favourite learning activity or centre and place it in a special book entitled “Цього тижня у школі.” Write a response or comment under each student’s picture.

**Fruits and Vegetables Recipes**

While studying fruits and vegetables, students, as a class, can make a salad. Create a class book in the shape of a chef’s hat and have students draw a representation of their “cooking” experience.

**My Weekend**

Students prepare a representation of their weekend. While they work on their representations, help them learn an oral statement that can later be shared with the class. Eventually students learn to verbalize simple weekend routines.

**Express Ideas***Students will be able to***1.1.1** participate in and represent a range of experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in and represent a range of experiences?

 **Anecdotal Notes**

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

 **Observation Checklist**

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

 **Conferences**

Dialogue with students while they are preparing representations, discussing the representations and students' ideas. Discuss students' strategies for representing what they experienced.

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Kindergarten to Grade 3*. Regina, SK: Saskatchewan Education, 1989.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- A variety of Ukrainian music
- *Нова 1: Співанки–руханки*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Співанки–руханки* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- Ukrainian arts, crafts, and cultural objects

*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** participate in a range of experiences

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Action Songs

Students imitate the teacher's actions during an action song or rhyme. For example,

Голова, плечі (рамена):  
Голова, плечі (рамена),  
Коліна й пальці,  
Очі, вуха, уста, ніс  
Руки, ноги, чоло, ніс  
Голова, рамена,  
Коліна й пальці.

### Ukrainian Foods

Students taste some foods from the Ukrainian culture and indicate likes or dislikes with an expression or word. For example, *добре/погано, смакує/не смакує*. The class opinions are then tabulated and displayed in a picture graph.

### Story Time

Students listen to a telling or reading of a familiar story in Ukrainian. For example, a simple version of *The Three Little Pigs*. They then draw pictures of their favourite parts of the story and share their pictures with other students.

### Show and Tell

Students participate in a simple version of show and tell. For example, they bring their favourite items related to classroom themes for *Покажи й розкажи* to share with the class:

Presenter: Я маю щось вам показати.

Students: Що ти маєш нам показати? (shows item)

Teacher: (if there is a need) Це песик. О, це песик.

Presenter: Це песик. Мого песика звуть \_\_\_\_\_. і т. д.

### Learning Centres

Students participate in a variety of learning centres during that they experience a variety of types of activities. For example,

- sorting (mathematics)
- planting or otherwise observing nature (science)
- kitchen activities
- role-play
- music and dance

**Consider Others' Ideas***Students will be able to***1.1.2** participate in a range of experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in a range of 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 participate in a range of experiences (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

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

 **Conferences**

Conference with students individually or in small groups to discuss activities that have taken place in the classroom. Students ask questions for clarification or to obtain further information.

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to participate in a range of experiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Нова 1: Співанки–руханки.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Співанки–руханки* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- Ukrainian foods (e.g., *paska*)

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

**Experiment with Language**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****My Family Booklets**

Students draw pictures of family members on preprinted labels or use frame sentences to make a booklet. For example,

- Це мій тато.
- Це моя мама.
- Це мій брат.
- Це моя сестра.
- Це моя баба.
- Це мій дід.
- Це моя родина.

**Holiday Cards**

Students make holiday cards for family members with standard greetings. For example,

- Дорогі тату і мамо! or Многая літа!
- Вітаю з Різдвом! Бажаю ...
- Підпис.

**Extension:** For Valentine’s Day, students make their own “Я люблю” booklets. They write the names of the people they love in the blanks provided and draw pictures.

**Class Picture Book or Collage**

Students make a class picture book or collage, using a series of pictures or drawings related to a theme. For example, кольори, цифри, фрукти. Write down students’ descriptions of their pictures, using simple sentences or words in Ukrainian.

**Scrapbooks**

Students develop and maintain a scrapbook with special mementos or representations of special events. They label or date the pages or use a scribe to label the mementos. Students regularly select items for their scrapbooks.

**Songs and Poems**

Students learn simple songs and poems related to various themes covered in class. They then perform the songs or poems, using puppets or other props.

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

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

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

Does the student

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

 **Checklist and Comments**

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

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of forms to explore and express familiar events, ideas, and information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Peer-Assessment Checklist**

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to use a variety of forms to explore and express familiar events, ideas, and information (see sample blackline master in Appendix E: Peer-Assessment Checklist).

**SAMPLE RESOURCES**

- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи.* Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002, с. 1–6, 12.
- *Абетка.* Бокало Г. (ред.). Львів: Аверс, 1999.
- Magazines
- Puppets or props

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

**1.1** Discover and Explore

**Express Preferences**

*Students will be able to*

**1.1.4** demonstrate enjoyment of an oral, print, visual, or multimedia text

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**My Favourite Part**

Invite a guest presenter or storyteller to read or tell a story to students. They draw their favourite part of the story. These drawings are included in a thank-you card sent to the storyteller.

**Rating Picture Books**

During free time, students select a favourite Ukrainian picture book to look through with a classmate. After reading the book, students rate the book by giving it a 1, 2, or 3 star rating. Maintain a bulletin board with the books and students' ratings.

**Music and Songs**

Play various Ukrainian music or songs. Encourage students to enjoy the music and songs by singing and dancing along.

**Class Tally**

Sing two Ukrainian songs, read two Ukrainian books, play two Ukrainian games, or taste two Ukrainian food items. Make a tally chart with the class to show students' preferences. For example,

Пісня 1	Пісня 2

**Artwork**

Review a variety of Ukrainian patterns and artwork. Have students choose from a variety of media (e.g., paints, crayons, and coloured paper), and create a work of art inspired by one of those reviewed. Students share their representations with a peer or with a small group.

**I Like It Because ...**

Have students choose from the class library a book, song, work of art, or multimedia text that has been covered in class. They present the text to the rest of the class and explain, in a simple word, why they enjoyed it, using a happy or sad face to show if they like the book.

**Express Preferences***Students will be able to***1.1.4** demonstrate enjoyment of an oral, print, visual, or multimedia text *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate enjoyment of an oral, print, visual, or multimedia text?

 **Observation Checklist**

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

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate enjoyment of an oral, print, visual, or multimedia text. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Discuss with students their responses to a variety of texts. For example, favourite songs, poems, and stories. Gather information on student preferences and update records based on the information shared by students during the conference.

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to demonstrate enjoyment of an oral, print, visual, or multimedia text. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Снівучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- Guest presenter or storyteller
- Ukrainian patterns and artwork

General Outcome

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

1.1 Discover and Explore

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Specific Outcome

#### Set Goals

*Students will be able to*

1.1.5 participate in teacher-led group reading activities, and demonstrate reading and writing behaviours

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Rebus Story Read-Along

Point to and read aloud a rebus story while students follow along, saying the words that match specific pictures.

### Poem Read-Aloud

A student stands beside a flip chart that shows a poem about friends. The student points to each word as the teacher and students read aloud. The chart is surrounded by self-portraits of each class member. Students have the word *друзі* circled in red each time it appears on the chart.

### Pattern Book Prediction

Read a simple pattern book aloud. For example, *Рінка* or *Три свинки*. Pause to give students time to think about and say aloud the word or phrase that comes next.

### Classroom Library

Using the classroom library of Ukrainian picture books, students choose from a variety of new and familiar books. Encourage students to view themselves as readers by asking what books they have read or are reading, what they would like to read again and what they plan to read next.

### Expressing Feelings

At a writing centre, students are provided with a variety of writing materials. For example, felt markers, crayons, notepads, and paper of different sizes and colours. Encourage students to experiment with expressing feelings by using drawings or words. Act as a scribe when students need support in their attempt to use print.

### Matching Name Tags

Students' Ukrainian name tags are mixed up and placed on the floor in the centre of the group. Students practise reading the names of their classmates and matching name tags with students.

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

- 1.1.5** participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (*continued*)

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

Does the student

- participate in teacher-led group reading activities, and demonstrate reading and writing behaviours?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (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 participate in teacher-led group reading activities, and demonstrate reading and writing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Discuss the reading and writing opportunities available in the classroom. Encourage students to talk about reading and writing experiences. For example, keeping a book log or shared writing experiences.

 **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 participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

**SAMPLE RESOURCES**

- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи.* Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002, с. 19, 25.
- Teacher-made charts of songs and poems
- *Пінка.* Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *(Три свинки. Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

General Outcome

1

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

1.2 Clarify and Extend

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Specific Outcome

**Develop Understanding**

*Students will be able to*

**1.2.1** recognize connections between new experiences and prior knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Connecting to English Knowledge**

Students sing Ukrainian versions of familiar English songs. For example, *Оцей пальчик, Голова, Плечі/рамена*.

**Brainstorming**

When learning about a theme (e.g., осінь, зима, весна, літо), students brainstorm Ukrainian words that they have learned related to the particular theme. Write the words on a large piece of chart paper. Model identifying words that go together or in categories and encourage students to add new information to the chart or web as they continue to learn about a topic. The brainstorming can be done with pictures or using both pictures and words.

**Building on Knowledge**

Build on students' knowledge by connecting a variety of lessons through a general theme. For example, colours and shapes. After learning colours and shapes, students participate in making a *pysanka* or doing a wax crayon/watercolour resistant technique. Students may also create a picture, using shape stickers.

**Look What We Know–Then and Now**

Introduce the strategy “Look What We Know–Then and Now” before a lesson or theme. Students contribute what they know about a theme or topic. Record the information on chart paper and discuss how the different pieces of information might be interrelated. At the end of the lesson, students demonstrate their knowledge in simple concept books and compare this to the knowledge on the original chart. Encourage students to evaluate the accuracy of what they originally knew, discuss what they learned and identify what else they would like to know.

**Develop Understanding***Students will be able to***1.2.1** recognize connections between new experiences and prior knowledge (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize connections between new experiences and prior knowledge?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize connections between new experiences and prior knowledge (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 connections between new experiences and prior knowledge. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Discuss concepts and pose questions in a way that allows students to demonstrate how new knowledge may be linked with prior knowledge. Encourage students to use visuals or to draw pictures to illustrate the links.

 **Self-Assessment Checklist**

Create a simple, graphic, outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students are guided to use the checklist to determine whether they are able to recognize connections between new experiences and prior knowledge (see sample blackline master in Appendix E: Self-Assessment Checklist).

**SAMPLE RESOURCES**

- *Абетка*. Бокало Г. (ред.). Львів: Аверс, 1999.
- KWL charts (see sample blackline master in Appendix D)
- *A Kid's Guide to Decorating Ukrainian Easter Eggs*. Perchyshyn, N. Minneapolis, MN: Ukrainian Gift Shop, Inc., 2000.
- *Meet the Pysanka. Color Them Pretty*. Kastl, H. L. St. Louis, MO: E & R Printing Co., 1987.
- *Нова 1: Співанки–руханки*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Співанки–руханки* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.

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

**Explain Opinions**

*Students will be able to*

**1.2.2** explore new experiences and ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Sampling Foods**

When learning new food vocabulary, students sample foods, then express their likes and dislikes.

**Learning a Dance**

Students learn some simple Ukrainian dance moves after viewing a dance presentation or video.

**Sharing Bag**

Students bring favourite objects to put into a sharing bag. When each object is in the bag, give oral clues that describe the object. Students guess what is in the bag from the clues.

**Show and Tell**

Invite students to bring a favourite object or a picture of a favourite object to school. Have them present their favourite object to the rest of the class. Provide a framework that each student can follow when talking about the object (i.e., *Що ти маєш показати?*).

**Responding to New Books**

After listening to several classroom books or library books be read aloud, students share their opinions of the books, using simple vocabulary. For example, “like” or “don’t like.” Students put a check mark under the happy face sign in their Reading Logs when they like the book or under the sad face sign when they do not like the book.

**Field Trip**

Organize a field trip to allow students to experience elements of Ukrainian culture. For example, go to a Ukrainian bakery or restaurant. After the field trip, discuss the experience as a class.

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

Does the student

- explore new experiences 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 explore new experiences and ideas (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 new experiences and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Discuss students' reactions to unfamiliar experiences and ideas. Ask probing questions that allow students to demonstrate their understanding of new ideas.

**SAMPLE RESOURCES**

- Samples of foods. For example, fruits and vegetables
- *Shumka: Return of the Whirlwind* (videocassette). Ukrainian Shumka Dancers. Edmonton, AB: Sulyma Productions Inc., 1991.

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

**Combine Ideas**

*Students will be able to*

**1.2.3** group ideas and information to make sense

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Brainstorming

Lead students in a brainstorming activity about what they know about a certain topic. For example, *песики*. Record the responses pictorially or in written form, then lead students through the process of clustering or grouping these ideas.

### Picture Sorting

With students, sort pictures according to categories. For example, fruits/vegetables, pets/wild animals. Display pictures of different animals around the classroom. Students walk around and name the animals they see. They then categorize the animals. For example, draw pictures of tall animals on one sheet, then draw pictures of short animals on another sheet.

### Sorting Games

Students play *Загадки*. Describe an item by colour, size, and shape. They try to guess the item from the description.

**Alternative Activity:** Students are randomly given pictures of opposites. Direct them to find their pair.

### Learning Centre

Create a sorting learning centre where students choose from a variety of objects and sort them independently. Materials/attributes may include:

- мовні картки/картки з малюнками
- конструкторські блоки/кубики
- мушлі й черепашки
- речі з різною фактурою
- кольорові фішки
- building blocks or attribute blocks of various shapes and sizes
- shells
- different textured objects
- coloured beads
- objects that can be sorted by smell
- foods that can be sorted by taste (sweet, salty)
- кольорові намистини
- форми та розміри
- гудзики
- гумки

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

Does the student

– group ideas and information to make sense?

 **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 group ideas and information to make sense (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 group ideas and information to make sense. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Discuss students' reasons for grouping ideas and ask probing questions to help students identify other ways of grouping the same information. Encourage students to identify common attributes shared by items or ideas in a particular group and to revise criteria for grouping when appropriate. As well, encourage students to discuss how grouping ideas might be used in other contexts.

**SAMPLE RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- Attribute and patterning blocks
- Sets of picture cards on a variety of themes. For example, fruits, vegetables, clothing, household items, school supplies, occupations, beverages, food groups, opposites

*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** wonder about new ideas and observations

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Simple Questions**

Model how to form simple questions and encourage students to produce simple questions during Покази й розкажи. Post a visual and have students ask simple questions about it.

**Mystery Object**

Place a mystery object in a bag. Students feel the object without looking at it. Ask simple questions that use vocabulary already learned by students. They answer the questions and try to guess what the object is. The student who guesses correctly chooses the next object for the bag.

**Mini Research Project**

Students conduct a mini research project. For example, exploring an unfamiliar fruit like a star fruit. Students all look at a picture of the star fruit. Assist students to formulate very simple questions to guide their research. For example,

- Що це?
- Чи це можна їсти?
- Як воно смакує?

Afterward, show the actual fruit to students, let them taste it and help them formulate answers to their questions.

**Modelled Thinking**

When reading a story aloud, stop to do a talk-aloud, modelling your thoughts, questions, and inferences about the text.

**Nonfiction Texts**

Present students with nonfiction texts. For example, how an apple grows. Exposure to nonfiction books will help to arouse students' natural curiosity about the world. Include easy-to-read concept books with photographic illustrations and realistic, non-stereotypical books representing life around the world.

**Science Experiments**

Students participate in science experiments. For example, planting seeds, suspending a potato in water, or mixing paint colours. Model the use of the KWL chart and list the questions students wonder about.

**Extend Understanding***Students will be able to***1.2.4** wonder about new ideas and observations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- wonder about new ideas and observations?

 **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 wonder about new ideas and observations (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 wonder about new ideas and observations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Use informal discussion to establish students' preferences for asking questions and making observations in large-group, small-group, or one-to-one settings. Discuss the types of ideas that students wonder about and encourage their natural curiosity.

**SAMPLE RESOURCES**

- Cause and effect picture cards or flash cards
- Non-fiction texts
- KWL charts (see sample blackline master in Appendix D)
- Mystery object in a bag

*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 oral language, texts, and personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Class Trip**

Before going to a museum or on another class trip, have students draw a picture showing their understanding of where they are going. Students also draw a picture after the field trip and copy phrases or have it scribed (e.g., museum/музей). Then they examine their two pictures for similarities and differences.

**Alternative Activity:** As a group, the class generates ideas and illustrates a small class language experience story based on a class trip (e.g., after a visit to a farm, each student illustrates something he or she saw). Conference with each student to scribe a simple sentence, then put together a class book.

**Alternative Activity:** Before a class trip, read a relevant story or nonfiction text. Discuss the story or text in relation to what students may experience during the class trip. After the trip, reread the story or text and discuss how their own experiences relate to those they read about.

**Extension:** After a class trip, create a simple class thank-you note that expresses what students learned.

**Holiday Books**

Assist students in developing and maintaining holiday books that provide opportunities for students to represent family traditions and share their experiences. As holidays arise, students draw or paste pictures about what they do. They can write the name of each holiday and other key words at the top of the pictures.

**Pre-Reading and Post-Reading**

Before reading a text, ask students to share what they know about the topic of the book. Show students the front cover and ask them to make predictions about the story. After reading a text, encourage students to respond by making connections to their own personal experiences in a variety of ways (e.g., drawing, speaking, dramatizing, building models, painting).

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

- 2.1.1** make connections among oral language, texts, and personal experiences  
(continued)

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

Does the student

- make connections among oral language, texts, and personal experiences?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to make connections among oral language, texts, and personal experiences (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 make connections among oral language, texts, and personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences/Portfolios**

Discuss with each student his or her growing ability to make connections between self and text. Have students reflect on work samples and review work samples as the basis for this discussion. Choose portfolio samples together with the student.

**SAMPLE RESOURCES**

- Pre-made holiday books
- *Bilingual Ukrainian-English Board Book Series*. Teague, K. Toronto, ON: Editions Renyi, Inc., 1990.
- *Велика енциклопедія школяра*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи*. Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002.

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

**Comprehension Strategies**

*Students will be able to*

**2.1.2** anticipate meaning from familiar print, symbols, and images

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Signs in the Community**

Students take a community walk to examine signs in the environment (e.g., stop signs, traffic lights, walk signs, shop signs). They then learn and practise the Ukrainian words associated with these signs. Post these signs around the school, then tour students through the school. Students act out appropriate actions and say the associated words when each sign is encountered.

**Extension:** Introduce the idea that a red circle with a picture inside it and a red slash means NO. Have students experiment with creating “negative signs” using this symbol.

**Washroom Signs**

Students identify the boys’ washroom and the girls’ washroom by the symbols on the door. Introduce the vocabulary associated with identifying the washroom and have students select the appropriate washroom pass, хлопці/дівчата.

**Rebus Story**

Point to and read aloud a simple rebus story as students say aloud the word associated with each picture or symbol.

**Labels around the School**

Label rooms in the school (e.g., бібліотека, канцелярія/офіс, учительська кімната, музична кімната, спортзала). Students notice these labels as they enter each room. Label the classroom centres with pictures and print. These pictures and words are posted on a chart to assist students in keeping track of which centres they have visited.

**Extension:** Have students label classroom objects with appropriate print or symbols.

**It’s time for ...**

Maintain a daily timetable, using clocks and icons, to show students what activities they will be doing throughout the day.

**Comprehension Strategies***Students will be able to***2.1.2** anticipate meaning from familiar print, symbols, and images (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- anticipate meaning from familiar print, symbols, and images?

 **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 anticipate meaning from familiar print, symbols, and images (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 anticipate meaning from familiar print, symbols, and images. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences and Portfolios**

Through discussion with students, explore their growing abilities to deal with environmental print and symbols. Have students reflect on their own use of environmental print in daily life. Review samples of print, signs, or images created or collected by students, and select portfolio samples with students.

**SAMPLE RESOURCES**

- Labels with names of rooms in the school
- Labels with names of items in the classroom
- *Назви предметів у класі. Ukrainian Classroom Labels*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.

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

**Textual Cues**

*Students will be able to*

**2.1.3** recognize environmental print, symbols, and images in context, and recognize own name

## SAMPLE TEACHING AND LEARNING ACTIVITIES

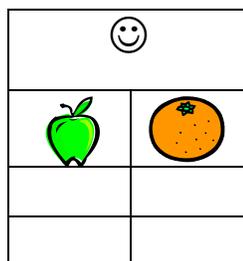
### Labelling Classroom Items

Label important items in the classroom. After a period of time involving vocabulary practise, remove the labels, mix them up, then distribute them to students. Students then place the labels back onto the classroom items.

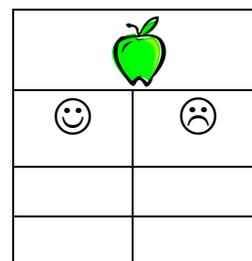
### Name Tags

Each day, students find their own nametags in a pocket chart and stick the nametags on themselves or their special places in the classroom.

**Extension:** Maintain a daily graphing activity. When students enter, ask a question. Students then must express their preferences by placing tags with their names on them in the appropriate choices (e.g., яблучний/помаранчевий сік).



or



**Alternative Activity:** Before gathering students into a group for an activity, place tags with students' names on the floor to indicate where each student should sit. Students search for their name tags, then sit in those spots. After students become familiar with their names, place the name tags in different spots.

### Numbers All Around Us

Students listen to counting books and poems, then create their own counting booklet. They take a walk in their community and identify numbers used in different signs.

### Rebus Poem or Song

Before reading or learning a rebus poem or song, students identify the images. Once students have identified the images, they name the image in the correct place as the text is read aloud.

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

- 2.1.3** recognize environmental print, symbols, and images in context, and recognize own name (*continued*)

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

Does the student

- recognize environmental print, symbols, and images in context, and recognize own name?

 **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 environmental print, symbols, and images in context, and recognize own name (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 environmental print, symbols, and images in context, and recognize own name. 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 recognize environmental print, symbols, and images in context, and recognize own name. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- *Українська абетка. Ukrainian Alphabet Flash Cards.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- Pre-made graph
- Student name tags
- *Нова 1: Настільні ігри.* Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 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.*

### Cueing Systems

*Students will be able to*

**2.1.4** recognize that text is organized in specific patterns, and that text symbols represent sounds, words, or ideas

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Group Readings

Students participate in group readings of songs, rhymes and poems that have been learned orally. Model and stress the concept of sounds, letters, and words.

**Alternative Activity:** Read a simple story, poem, or song from a flipchart. The text has coloured words, or phrases that students say out loud. Point to the words to track as the story is read.

### Nonsense Readings

Students practise reading nonsense or sound or symbol poems that repeat in rhythm (consonants change). For example,

- Та/ та/ та/ та
- тапа/ тапа/ тапа/ та
- Ти/ ти/ ти/ ти
- типи/ типи/ типи/ ти і т. д

After a while, students create their own nonsense poems, using a pocket chart and inserting sounds and symbols that they know. Eleven cards of each vowel and eight or eleven cards of each consonant are needed. To challenge stronger students, encourage them to connect sounds and form simple two-syllable words (e.g., тато, мама, баба, дід, хата).

### Listening Centre

The listening centre can be used to allow students to explore new books and as a follow-up to a shared reading or read-aloud activity. Students can listen to tapes as they follow along. They will begin to associate the sound of the text with the accompanying written text. Book tapes that cue students when to turn the page help students to focus on how the words and illustrations of a text connect with each other.

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

- 2.1.4** recognize that text is organized in specific patterns, and that text symbols represent sounds, words, or ideas (*continued*)

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

Does the student

- recognize that text is organized in specific patterns and that text symbols represent sounds, words, or 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 recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas (see sample blackline master in Appendix E: Observation Checklist).

**Quiz**

Administer a quiz to determine whether students recognize Ukrainian sounds and can match sounds with print.

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Informal Observation**

Have students demonstrate the flow of print text as it is read aloud. Monitor students' growing knowledge of text organization and text symbols.

**SAMPLE RESOURCES**

- *Абетка*. Сіденко О. Київ: Лелека, 2000.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Мій словничок. Ukrainian Alphabet Booklet Master*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.

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

**Experience Various Texts**

*Students will be able to*

**2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Listening Activities and Games**

Students participate in various listening activities and games (e.g., *Котра година, пане вовк?*; *Зимно, тепло, холодно, гаряче*; телефон; *Панасе, Панасе*).

**Sing Songs**

Students participate in listening to and singing familiar holiday songs (e.g., Christmas carols and/or songs in Ukrainian, such as *голова, плечі* or *О цей пальчик*).

**Extension:** Students view and learn a traditional Ukrainian Easter dance (e.g., *Кривий танець*).

**Buddies**

Students participate in a buddy class program in which classes visit each other and share things such as favourite songs, poems, photographs, illustrations. Students can also participate in a buddy reading program in which they share listening and reading activities.

**Class Photo Books**

Students bring photographs on a specific theme or text (e.g., *осінь*), such as someone participating in a fall activity (e.g., raking or gardening). Photocopy the photographs, then students create wordless picture books.

**Alternative Activity:** The class creates and shares personalized or classroom yearbooks. Take pictures of students, then assist students to create a class yearbook of events to share with their families.

**Home Reading Program**

Students can participate in a simple home reading program in which a duotang is prepared with favourite class poems or songs that they can share with family members at home. Remember to include visual cues in the text to assist students.



Specific  
Outcome

### Experience Various Texts

*Students will be able to*

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Does the student

- participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations?

#### Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations (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 participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

#### Conferences

Meet with students to discuss their shared listening, reading, and viewing activities and how sharing the experience with others helped them gain a greater understanding of the material.

## SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Home reading program logs
- *Колядуймо! Classic Ukrainian Christmas Carols* (audiocassette). Edmonton, AB: Children of St. Martin's Ukrainian Bilingual Program, Edmonton Catholic Schools, 1990.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Колядуймо разом. Let's Carol* (CD). Winnipeg, MB: V Records.

*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** share personal experiences related to oral, print, visual, and multimedia texts, and represent the actions of people in texts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Role-Plays and Puppet Shows

Students role-play or create puppet shows of a simple story while the teacher narrates. Encourage students to focus on accurately representing the actions of the different characters in the story.

### Objects from Home

Students bring objects from home related to a class story. Assist each student by providing the name of the object. The student presents the object to the class, then adds the object to a class display.

**Alternative Activity:** Students collect objects related to favourite books. The objects are labelled in Ukrainian and put into a memory box. Throughout the year, students share their memory boxes with partners, giving the names of the books that the objects represent.

### Guest Storytellers

Invite guest readers or storytellers to share stories or literature to help students experience a variety of cultural traditions. These guests relate traditions to students through the stories. Elicit similarities and differences between the children's experiences and those presented in the story, recording these in a Venn diagram.

**Extension:** Invite a writer, storyteller, or artist to talk to students about how their personal experiences and traditions are part of their work.

### Holiday Books

After listening to or reading an oral, print, visual, or multimedia text about family traditions, students make their own holiday books. They draw pictures about family traditions (e.g., special foods, decorations, family rituals, and activities). Scribe captions under the pictures.

### My Favourite Character

Students choose a favourite character from an oral, print, visual, or multimedia text read as a class. They then take turns acting as the character did in the text and other students guess at the character represented.

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

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

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

Does the student

- share personal experiences related to oral, print, visual, and multimedia texts, and represent the actions of people in 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 share personal experiences related to oral, print, visual, and multimedia texts, and represent the actions of people in 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 share personal experiences related to oral, print, visual, and multimedia texts, and represent the actions of people in texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Meet with students to discuss their personal experiences and family traditions related to oral, print, visual, and multimedia texts read as a class. Invite students to talk about the people described in the texts and their various actions.

**SAMPLE RESOURCES**

- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи.* Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002, с. 3, 6, 13.
- Puppets or props
- Guest readers or storytellers

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

**Appreciate the Artistry of Texts**

*Students will be able to*

**2.2.3** share feelings evoked by oral, print, visual, and multimedia texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Feeling Words**

Introduce the words for basic feelings through actions and pictures. Reread some familiar books, afterward eliciting from students the names of the emotions they felt while listening to the book.

After learning the oral words for feelings, students search for magazine pictures to represent each feeling. They create a feelings chart of the pictures to use as prompts or to refer to when discussing various texts.

**Emotion Faces**

Students are given cut-out faces showing emotions. As a story is read aloud or a song is played, students lift the faces that indicate the emotions they feel.

**Musical Mood**

Play Ukrainian instrumental pieces of various styles. Students show the mood of the music by painting or colouring a picture. Alternatively, students could decide if the song seems happy or sad to them. Using happy or sad faces or words of emotion, students record their reactions to the music on a tally chart.

**Responding to Text**

Students respond to texts and share the feelings evoked by those texts in a variety of ways. For example,

- drawing
- writing
- modelling clay
- making sand table creations
- painting
- singing
- block building

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

Does the student

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

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share feelings evoked by oral, print, visual, and multimedia 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 share feelings evoked by oral, print, visual, and multimedia texts. 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 share feelings evoked by oral, print, visual, and multimedia texts. Offer feedback, encouragement and praise as needed.

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- 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.*

**2.3** Understand Forms and Techniques

### Forms and Genres

*Students will be able to*

**2.3.1** distinguish between what is realistic and imaginary in oral, literary, and media forms and texts

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Imaginary Animals

Read a simple story involving various animal characters. Discuss what these animals are like in real life compared to in the story. As a class, complete a Venn diagram that compares the real and imaginary animals using pictures.

### Real or Imaginary?

After a story or text is told, viewed or read, students decide whether the story is realistic or imaginary. Ask simple questions to guide students in explaining why they think that the story is real or imaginary.

**Extension:** Show students various illustrations and have them identify whether the scene depicted is real or imaginary and explain why they think that.

### Lore, Myths, Fairy Tales, and Legends

Read or tell several traditional Ukrainian stories. Discuss the imaginary characters, places, and events described in the stories and have students draw or colour a picture of their favourite character or scene. Discuss the imaginary world described in the story and how it is different than the one we live in.

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

- 2.3.1** distinguish between what is realistic and imaginary in oral, literary, and media forms and texts (*continued*)

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

Does the student

- distinguish between what is realistic and imaginary in oral, literary, and media forms and 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 distinguish between what is realistic and imaginary in oral, literary, and media forms and texts (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 distinguish between what is realistic and imaginary in oral, literary, and media forms and texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Quiz**

Quiz students orally or by using pictures of characters and scenes from the imaginary worlds of stories they know and realistic people and scenes. Have students identify whether the people and scenes depicted are imaginary or realistic.

**SAMPLE RESOURCES**

- *Колобок*. Коваль О. Київ: Альтернативи, 1997.
- *Пурпурова планета. The Purple Planet*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Other books from the Savedchuk series
- Graphic organizers (e.g., Venn diagrams) (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.*

**2.3** Understand Forms and Techniques

**Techniques and Elements**

*Students will be able to*

**2.3.2** develop a sense of story through listening, reading, and viewing experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Understanding Through Illustration**

Following the reading of the story, invite students to draw their own pictures of the main events.

**Mystery Ending**

Stop reading a familiar story before the ending and observe students' reactions. Are they aware the story is incomplete? Offer alternative endings and have students choose which ending they think it will be.

**Beginnings and Endings**

While watching a video, pause it after the beginning and ask students what they have learned about the characters and the story. Pause the video again before the ending and ask students to predict what will happen.

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

- 2.3.2** develop a sense of story through listening, reading, and viewing experiences  
(continued)

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

Does the student

- develop a sense of story through listening, reading, and viewing 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 develop a sense of story through listening, reading, and viewing experiences (see sample blackline master in Appendix E: Observation Checklist).

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to develop a sense of story through listening, reading, and viewing experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to develop a sense of story through listening, reading, and viewing experiences. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- Wordless picture books
- *Мово рідна, слово рідне!* Чумак Я. (ред.). Торонто: Українська книжка, 1986.
- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

*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** demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Changing the Words

Take a familiar rhyme, poem, or story and have students change a word in it (e.g., for the song *Падав сніг*, instead of кіт зліпив собі пиріг, change it to пес, вовк). This activity is suitable when studying animals in class.

### Writing Centre

Maintain a writing centre with a variety of manipulatives (e.g., Ukrainian magnetic letters, letter cards, letter tiles, and writing materials). Encourage students to explore and experiment with letters and sounds independently (e.g., by using modelling clay to form alphabet letters or their names).

### Picture Dictionaries

Students choose several new words of personal interest to them each week to add to their picture dictionaries. Write the words underneath each picture for students.

### Colour and Letter Song

Students learn the letters чорна while singing *Чорна китця*. If they wish, students change the colours of the cat to синя, біла, жовта. Post the coloured cat with the printed colour word. Also talk about why other colours might not be suitable because there are too many syllables.

### Nonsense Poem

Once students are familiar with the nonsense poem Та та та та, they can brainstorm for simple words containing the sounds (e.g., так, тато, там). Three or more simple words can be posted on a board under the heading “Та.” Students add to the list as the year goes on (see outcome 2.1.4 for the poem).

**Vocabulary***Students will be able to*

- 2.3.3** demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns (*continued*)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- demonstrate curiosity about, and experiment with, sounds, letters, words, and word 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 demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rubric**

Create an outcome-based rubric and use the rubric to evaluate how well students are able to demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

## SAMPLE RESOURCES

- *Лелеченя. Букварик для малят.* Бударіна Р. В. Київ: Лелека, 2001.
- *Логіка.* Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- Ukrainian alphabet colouring books
- Modelling clay
- *Нова 1: Ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Світанок. Ukrainian Songbook for Children.* Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Абетка.* Сіденко О. Київ: Лелека, 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** appreciate the sounds and rhythms of language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Action Songs**

Students learn a song about farm animals and improvise appropriate movements (e.g., Старий дядько ферму мав).

**Rhythmic Poetry and Songs**

Students learn short songs and poems (e.g., *А я у зай ходила*). As students recite the poem or sing the song, they clap, skip, march, dance, or use rhythm instruments to the rhythm of the words or beat.

**Extension:** Print favourite rhymes on chart paper so that students can read along and respond to the rhythm of the language.

**Word Clapping**

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

**Blindfold Game**

A student is blindfolded and stands in the middle of the circle made by students. Students turn the blindfolded student a few times and leave him or her in the middle to choose another student for identification. While turning the blindfolded student, students call him or her “Панас” and say the following rhyme:

Students: Панасе, Панасе, на чому стоїш?

Панас: На камені.

Students: Що продаєш?

Панас: Квас.

Students: Лови мух, а не нас.

Ask the blindfolded student, “Хто це?” The student responds. Encourage the student to use hearing and touch.

**Experiment with Language***Students will be able to***2.3.4** appreciate the sounds and rhythms of language (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- appreciate the sounds and rhythms of language?

 **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 appreciate the sounds and rhythms of language (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 appreciate the sounds and rhythms of language. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rating Scale**

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

**SAMPLE RESOURCES**

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Світанок. Ukrainian Songbook for Children.* Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Буквар. Читайлик. Посібник із навчання правильного читання для дітей старшого дошкільного та молодшого шкільного віку.* Федієнко В. В. Київ—Харків: Школа, 2002.

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

**2.3** Understand Forms and Techniques

**Create Original Texts**

*Students will be able to*

**2.3.5** create original oral and media texts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Class Role-Play**

As the teacher narrates a familiar story or plays a song, students work in groups to role-play the various parts. Consider setting up a drama centre with simple dress-up clothes that students can use while role-playing. If possible, videotape the performances.

**Change the Ending**

Retell a familiar Ukrainian story in English and stop before the story ends. Divide students into groups and have each group member take a turn telling the end of the story to the others. Encourage students to change the ending in any way they want.

**My Weekend**

Divide students into groups and have them take turns telling the others what they did on the weekend. Encourage students to tell a story rather than simply recite a list of activities. Students can show pictures if they have them.

**Cards**

Students write a thank-you note to visitors or a buddy reader. Сору дякую and draw a picture representing the activity, or have ready-made cards. When celebrating a student's birthday, the class is given a card expressing Многая літа. Students sign their names and design the illustrations.

**Create Original Texts***Students will be able to***2.3.5** create original oral and media texts *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- create original oral and media 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 create original oral and media 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 create original oral and media texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rubric**

Create an outcome-based rubric and use it to evaluate how well students are able to create original oral and media texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- Birthday and thank-you cards
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Dress-up clothes
- Videotaping equipment

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

### Personal Knowledge and Experience

*Students will be able to*

**3.1.1** demonstrate personal knowledge of a topic

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Class Discussion

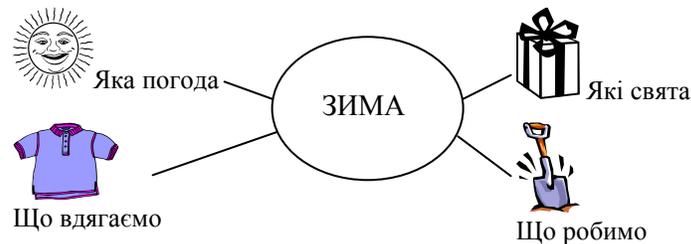
Initiate discussion about a specific topic relevant to students (e.g., holidays, events). They subsequently draw pictures about the discussed topic. Scribe for students a desired message for their pictures.

### Family Booklets

After discussing families, students create personalized family booklets (Моя сім'я).

### Webs

When studying a topic, prepare a web on a bulletin board, explaining what students will be covering. This can be used as a reference by students.



Students prepare small 10 cm x 15 cm illustrations as they study the theme, and place the illustrations in the appropriate section of the web. Alternatively, each student has his or her own large web to which he or she adds illustrations.

### Show and Tell

Students bring in an object based on the theme being studied. They each share two interesting facts in Ukrainian about their objects during sharing time.

**Personal Knowledge and Experience***Students will be able to***3.1.1** demonstrate personal knowledge of a topic (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate personal knowledge of a topic?

 **Observation Checklist**

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

 **Anecdotal Notes**

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

 **Conferences**

Ask probing questions to establish the extent of students' personal knowledge. Frame questions so that they are encouraged to reflect on their knowledge and extend their understanding. Discuss ways that students can find more information to add to their personal store of knowledge.

**SAMPLE RESOURCES**

- Small cards—approximately 10 cm x 15 cm
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishers, 1982.
- Webs (see sample blackline master in Appendix D)

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

**Ask Questions**

*Students will be able to*

**3.1.2** ask essential questions to satisfy personal curiosity and information needs in the classroom context

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Modelled Classroom Questions**

Throughout the year, model questions—everyday routine questions, related to the theme, topic, unit. Questions could be incorporated into the morning routine. For example,

- Хто відсутній?
- Хто черговий/чергова?
- Хто наступний?
- Яка сьогодні погода?
- Яка сьогодні температура?

Or model questions related to everyday needs in the classroom. For example,

- Де Лора? Де лінійка? Олівець? Гумка?
- Чи ти закінчив/закінчила?
- Чи можна піти напиться води?
- Чи можна піти до туалету?
- Чи можна йти? їсти? співати? сідати? бавитися?
- Де моя куртка? мій чобіт? мої рукавиці? моє молоко?

**The Five Ws**

Post the five key questions near the area for group time: Хто? Що? Де? Коли? Чому? When asking questions or modelling how to ask during show and tell, point to the question being posed.

**Where?**

To encourage students to use Де?, one student is asked to leave the room. The class then picks a familiar class object (e.g., a pencil), and hides it. The student is called back to the room. To help the student locate the object, the class adjusts their volume as they chant “Де олівець?”, getting louder as the student approaches the object and becoming softer when the student is far from the object.

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

- 3.1.2** ask essential questions to satisfy personal curiosity and information needs in the classroom context (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- ask essential questions to satisfy personal curiosity and information needs in the classroom context?

 **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 essential questions to satisfy personal curiosity and information needs in the classroom context (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 essential questions to satisfy personal curiosity and information needs in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Model clear, concise questions during conference time. Encourage students to ask questions about classroom activities and to reflect on their own questions by asking students why they asked a particular question.

SAMPLE **RESOURCES**

- Classroom weather and calendar centre

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

**Participate in Group Inquiry**

*Students will be able to*

- 3.1.3** ask and answer essential questions to satisfy group curiosity and information needs in the classroom context

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Hidden Objects**

Hide objects around the classroom. Students are told what objects to look for. They place their hands behind their backs while searching. Ask students, “Де \_\_\_\_\_?” When a student finds the classroom item, he or she says, “Я знайшов/знайшла \_\_\_\_\_.”

**The Five Ws**

Present students with a variety of pictures showing people, places, objects, time of day and special events. They state the questions they would ask, choosing simply *Хто?*, *Де?*, *Коли?*, *Чому?* or *Як?* This can be initially modelled by the teacher, using storybook illustrations and doing a talk-aloud. Ask simple questions and explain your thoughts to students.

**Pre-Reading Questions**

Before reading a story, walk through the illustrations and encourage students to ask questions about the pictures. After reading the story, answer the questions as a class.

**I Spy**

Facilitate a game of “I Spy” in Ukrainian, using elements in the classroom as the target objects.

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

- 3.1.3** ask and answer essential questions to satisfy group curiosity and information needs in the classroom context (*continued*)

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

Does the student

- ask and answer essential questions to satisfy group curiosity and information needs in the classroom context?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask and answer essential questions to satisfy group curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

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

 **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to ask and answer essential questions to satisfy group curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

**SAMPLE RESOURCES**

- Collection of pictures depicting people, places, objects, time of day, special events

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

**Create and Follow a Plan**

*Students will be able to*

**3.1.4** listen to and follow simple directions in the classroom context

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Classroom Routines

Use everyday words and phrases based on class routines and use visual cues as much as possible. For example,

Сідайте	Час прибрати	Ще раз
Тихо	Встаньте	Швидше
Співаймо	Час їсти	Голосніше

### Simon Says

Play Simon Says in Ukrainian, using simple classroom directions. First model each action until students understand; then play the game, using the familiar actions and commands.

### Action Game

Introduce nonverbal actions that direct students to do something (e.g., opening and/or closing hands represents opening and/or closing a book). Give the direction and students do the action. As the year goes on, give the directions quicker and closer together and increase the speed of the game. The goal of the game is to have students work together so the entire class is correctly doing the action requested.

### Picture Cards

Create picture cards with frequently used commands (e.g., Приклей!, Намалюй!, Почисть!, Помий!, Ходи сюди!, Иди!, Вернися!, Поскладай!, Склади!). These cards can be used as reference when giving instructions. To improve student comprehension, act out the command while using the picture cards. Use these cards to display instructions for a step-by-step activity.

**Create and Follow a Plan***Students will be able to***3.1.4** listen to and follow simple directions in the classroom context (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- listen to and follow simple directions in the classroom context?

 **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 follow simple directions in the classroom context (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

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

 **Quiz**

Quiz students orally by having them individually follow the various directions covered as a class.

**SAMPLE RESOURCES**

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

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

### Identify Personal and Peer Knowledge

*Students will be able to*

#### 3.2.1 identify self and others as sources of information

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Class Survey

Complete a class survey (e.g., choosing a favourite type of fruit). Each student will ask, “Що тобі більше подобається — виноград чи яблуко?” Students put their photocopied school pictures or names on specific spaces in the chart to indicate the fruits they like the most. They discuss the results.

**Alternative Activity:** After tasting different types of popcorn, students complete a tally by placing a tick in the appropriate box. For example,

<u>КУКУРУДЗА</u>		
 Сіль 	 масло 	 сир 

**Alternative Activity:** Every day, as students enter the classroom, they can be asked a new survey question to answer before they meet in the group area. Using simple icons, students either place their names in a pocket chart or clip clothespins with their names onto a ribbon under their choice. This can also be used for taking attendance.

### What do we know about ...

As a class, brainstorm what students already know about a topic. Write key words from the brainstorming on the board. After the brainstorming, emphasize all the different things that students in the class know about the topic.

**Identify Personal and Peer Knowledge***Students will be able to***3.2.1** identify self and others as sources of information *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- identify self and others as sources of 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 identify self and others as sources of information (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 self and others as sources of information. 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 self and others as sources of information. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- Survey tally sheets
- Graph
- Pictures and other sources of information

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

**Identify Sources**

*Students will be able to*

**3.2.2** seek information from others in the classroom context

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Class Survey**

One pair of students surveys the class for the day. With guidance from the teacher, they choose their questions, set up how they wish to present their data and practise how to ask their questions.

**Key Question Phrases**

Students are taught key phrases for inquiry. For example,

- Де? (Where?)
- Чи тобі подобається \_\_\_\_? (Do you like \_\_\_\_?)
- Чи ти хочеш \_\_\_\_? (Do you want \_\_\_\_?)
- Коли \_\_\_\_? (When \_\_\_\_?)
- Чому \_\_\_\_? (Why \_\_\_\_?)
- Що ти робиш? (What are you doing?)

Have students practise the question phrases with other students in the class.

**Guest Speakers**

When studying community workers, invite Ukrainian-speaking parents, relatives or guests to talk about their occupations. Before a guest speaker arrives, students generate questions they would like answered. Assist students in formulating questions.

**Identify Sources***Students will be able to***3.2.2** seek information from others in the classroom context (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- seek information from others in the classroom context?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to seek information from others in the classroom context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

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

 **Rating Scale**

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

**SAMPLE RESOURCES**

- Ukrainian-speaking guests

*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** recognize when information answers the questions asked

**SAMPLE TEACHING AND LEARNING ACTIVITIES****What's in the Bag?**

Invite students throughout the year to play “What’s in the Bag?” Students take turns asking questions to find out what is in the bag. Eventually, a student asks the correct question and the mystery object is revealed.

**KWL Chart**

Work with the class to fill in a simplified KWL chart when learning about a topic. Direct students’ attention to the questions (what I want to know) and how to answer the questions asked by the class (what I learned).

**Multiple Choice**

Ask simple questions about a familiar topic and offer three or four different possible answers. Have students choose the response that answers the question and have one volunteer explain why their choice answers the question.

**Riddles**

Introduce simple riddles to the class and work through possible answers to the riddles. Have students identify the correct answer to the riddle and explain how it answers the riddle.

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

Does the student

- recognize when information answers the questions asked?

 **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 when information answers the questions asked (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 when information answers the questions asked. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rating Scale**

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

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- KWL chart (see sample blackline master in Appendix D)
- A bag and various mystery objects

*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 visual and auditory cues to understand ideas and information

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Felt Board**

Use a felt board to tell stories or fairy tales or to introduce a new theme or topic with many new words.

**Lining Up Chant**

When lining up, students say and follow these actions:

До переду, до переду,  
Всі ми стали до переду.  
Руки збоку, руки збоку,  
Наші руки всі є збоку.

**Language Ladders**

Students make their own language ladders, using visual cues or pictures for greetings, colours, and so on. These can be shared at home or with another grade.

**Collages**

Students make collages based on a theme (e.g., colours, numbers, feelings, shapes, seasons, home, farms, pets, food).

**Classroom Display**

When studying a theme, students bring in items from home related to the topic. The items are collected and become part of a classroom display.

**Recordings**

Students listen to recordings of stories and Ukrainian songs. They discuss words they understood in the songs and stories.

**Watching a Video**

Students view a video (e.g., from the *V mіmku Kіmku* series). After viewing the video, students discuss how the visuals, music, and sound effects helped them understand the events of the story.

**Access Information***Students will be able to***3.2.4** use visual and auditory cues to understand ideas and information *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use visual and auditory cues to understand ideas and information?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use visual and auditory cues to understand ideas and information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Review and discuss students' understanding of how meaning can be constructed by using illustrations and other visual cues. Determine students' awareness and ability to use visual cues (e.g., colour, shapes, and sizes), to understand ideas and information.

**SAMPLE RESOURCES**

- Felt board
- Magazines
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Tsyboolya ... that means Onion!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Borscht* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica 4kids, 1999.
- *Booryak ... carrots and cabbage too!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1999.
- *Barabolya ... that means Potato!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Вінок діточих пісень 1* (audiocassette). Bilash, L. Edmonton, AB: Homestead Recording Studios, 1983.
- *Вінок діточих пісень 2* (audiocassette). Bilash, L. Winnipeg, MB: Century 21 Studios, 1983.
- *Вінок діточих пісень 3* (audiocassette). Bilash, L. Winnipeg, MB: Goede Creative Studios, 1989.

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

**Make Sense of Information**

*Students will be able to*

**3.2.5** use prior knowledge to make sense of information

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

Work with the class to fill in a simplified KWL chart when learning about a topic. Direct students' attention to the section "What I Know" and how what they already know about the topic helps them make sense of the information they learn.

**Pre-reading Predictions**

Before reading a story, walk through the illustrations and encourage students to predict what the story is about. After reading the story, discuss the predictions and how they used what they already knew about the topic to make sense of the pictures.

**Classroom Experiments**

Students make predictions before doing a simple experiment. For example,

- melting snow
- planting seeds
- freezing water
- mixing paint colours

Discuss how students used what they already know about the topic to make sense of what they saw during the experiment.

**Cause and Effect**

Using cause and effect picture cards, present students with the cause only and let them predict the effect. Ask them to explain their thinking and note their use of existing knowledge to make sense of the picture cards.

**Make Sense of Information***Students will be able to***3.2.5** use prior knowledge to make sense of information (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use prior knowledge to make sense of information?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use prior knowledge to make sense of information (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 prior knowledge to make sense of information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Informal Observation**

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

**SAMPLE RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- Cause and effect picture cards
- KWL chart (see sample blackline master in Appendix D)

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

**3.3** Organize,  
Record, and  
Assess

**Organize Information**

*Students will be able to*

**3.3.1** categorize objects and visuals according to similarities and differences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Learning Centre Sorting**

Students choose from a changing variety of objects in a learning centre and sort them independently. They can sort by various attributes. For example,

- колір (colour)
- розмір (size)
- форма (shape)

**Ukrainian Bingo**

Explain to students how to play Ukrainian Bingo based on groups of words from particular themes. Have students create their own Bingo cards, using pictures of the different vocabulary words organized into different categories for each letter (b, i, n, g, and o) based on how they look (e.g., colour, shape, size).

**Antonyms**

After learning the song *Антоніму*, students cut out pictures or illustrate each opposite pair.

**Sorting Emotions**

While studying emotions and feelings, students cut out pictures of faces from magazines. They then sort the pictures and create a picture collage for each emotion.

**Sorting Food**

While studying food groups, students sort pictures of foods into appropriate categories (e.g., colour, size, shape).

**Organize Information***Students will be able to***3.3.1** categorize objects and visuals according to similarities and differences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- categorize objects and visuals according to similarities and differences?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to categorize objects and visuals according to similarities and differences (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 categorize objects and visuals according to similarities and differences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-Assessment Rating Scale**

Create a simplified, graphic, 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 categorize objects and visuals according to similarities and differences (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Друзі. Friends*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/ Dzvyn Publishers, 1982.
- Ukrainian Bingo game cards
- Magazines
- Pictures of various foods

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

**3.3** Organize,  
Record, and  
Assess

**Record Information**

*Students will be able to*

**3.3.2** represent and share information and ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Wish Booklets**

For St. Nicholas Day, students compile wish booklets in which they draw pictures of their wishes.

**Weather Chart**

Students maintain a monthly or weekly weather chart. This can initially be modelled, then later can be done independently after group time.

**Last Night**

Students talk about what they did the night before. These results are graphed and discussed at the end of the week.

**All about Me**

Students make and present an “All about Me” box or prepare a picture collage. Alternatively, they could prepare a time line of their lives, using pictures.

**Extension:** Students prepare a photo gallery about their families and present it to the class or collect mementos and store them in a scrapbook.

**My Favourite Part**

Students illustrate their favourite parts of a poem or story that was read aloud.

**Beginning, Middle, and End**

After listening to a story, students illustrate the beginning, middle, and end. Alternatively, they work in groups of three and each student illustrates a section of the story.

**Record Information***Students will be able to***3.3.2** represent and share information and ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- represent and share information 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 represent and share information and ideas (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 represent and share information and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rubric**

Create an outcome-based rubric and use the rubric to evaluate how well students are able to represent and share information and ideas (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- Templates for wish booklets
- Weather chart
- Scrapbooks, photographs

*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** share information gathered on a specific topic

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### All about Me Chart or Poster

Students make and present an “All about Me” chart or poster, including information such as:

- how old/birthday
- favourite things
- weight/height
- shoe size
- eye/hair colour

<u>Все про мене</u>
Моє ім'я _____.
Мені _____ років.
Моя вага _____.
Мій зріст _____.

Students take turns presenting the data collected about themselves.

### Information Web

Students prepare a visual class web on a topic (e.g., Різдво, зима, осінь). They take turns gathering and adding information and making statements based on the information gathered.

### My Buddy

Each student pair traces each other. Every day, a new question is taught to the class and used for interviewing the buddies. After the student responds, his or her buddy makes or cuts out visual representations of the answer. In the end, the student pair presents to the class: Мій приятель.

### What I Learned About ...

After doing an experiment or cooking activity, students share what they learned. They can also share information by using illustrations.

**Evaluate Information***Students will be able to***3.3.3** share information gathered on a specific topic (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- share information gathered on a specific topic?

 **Checklist and Comments**

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

 **Rubric**

Create an outcome-based rubric and use the rubric to evaluate how well students are able to share information gathered on a specific topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**SAMPLE RESOURCES**

- “All about Me” chart or poster
- Roll of brown paper and markers or crayons

*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** participate in information-gathering experiences

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Family Trees

Students collect information about their own families to make a family tree. They present their projects to the class.

### Simple Surveys

Students conduct simple surveys. For example,

Ім'я	Що?	Подобається 😊	Не 😞 подобаться
Ліса	 яблуко	😊	
Джон	 яблуко		😞

### My Timeline

Students gather and organize personal photographs, with assistance from home, to make simple timelines.

### Recording Observations

Students plant seeds and record their observations by drawing pictures of the changes they see.

### Posters or Collages

Students collect information and prepare posters or collages on a particular theme or topic (e.g., форми, кольори).

### Class Murals

Students collect and display information in the form of a large mural (e.g., Різдво і звичаї, Наше середовище, Зима, Наша школа).

### Ask a Buddy

Pairs of students are given a simple question to ask their reading buddies. After obtaining the responses, they share and compare their responses with their teacher and classmates.

**Develop New Understanding***Students will be able to***3.3.4** participate in information-gathering experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in information-gathering 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 participate in information-gathering experiences (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in information-gathering experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Informal Observation**

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

**SAMPLE RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- Student survey sheets
- Poster materials
- Chart paper and crayons
- Photographs from home

*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** share ideas from personal experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Class Discussion**

During morning routine students engage in discussion on topics that they can relate to. For example,

- holidays
- hobbies
- health
- birthday parties
- seasons (На дворі падає сніг.)
- families
- communities (city, farm, school)
- home

**Show and Tell**

Provide an opportunity for students to have Покажи й розкажи. For example,

Presenter: Я маю щось вам показати.

Students: Що ти маєш нам показати?

Presenter: Це мій песик. Він гарний. Я його люблю. і т. д.

**Gallery Walk**

Before introducing a topic, students bring in items from home (e.g., photographs, books, artifacts, concrete objects). These can be used for a gallery walk or displayed and shared by the individuals.

**Sharing Circle**

In a sharing circle, students talk about their weekend or what they did the night before.

**Generate Ideas***Students will be able to***4.1.1** share ideas from personal experiences (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- share ideas from 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 share ideas from personal experiences (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

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

 **Conferences**

Meet with students in small groups to discuss their experiences in sharing ideas from their personal experience in Ukrainian. Note students' willingness to share their ideas with others and ask students what they felt they were able to do easily in Ukrainian and what they found difficult or challenging.

*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** participate in shared text experiences

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Story Time**

Students listen and follow the pictures as the teacher reads aloud fairy tales or repetitive stories (Піпка) in Ukrainian. They retell the story through drama, mime, puppetry, modelling clay models, or illustrations.

**Games and Songs**

Students engage in playing games and acting out songs. For example,

- Качка, качка, гуска (Duck, Duck, Goose)
- Песику, песику, де твоя кістка?
- Подоляночка (based on song)
- Чижику, чижику, пташко маленька (based on song).

**Ukrainian Videos**

Students watch short Ukrainian videos and cartoons (e.g., the *У тітки Квітки* series). After the video, students discuss their favourite parts and characters.

**Audio Stories**

Set up a listening centre for student use. Ask the older students to prepare audio recordings of books (e.g., those written by Lesia SAVEDCHUK). Encourage them to include appropriate background music and sound effects. The younger students then listen to the recordings.

**Choose Forms***Students will be able to***4.1.2** participate in shared text experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student  
– participate in shared text experiences?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in shared text experiences (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 participate in shared text experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Discuss students' feelings about how they shared text experiences. Inquire about preferred forms and have students talk about their feelings for particular forms. Provide positive feedback and encouragement.

 **Informal Observation**

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

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *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.

*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** recognize that ideas expressed in oral language can be represented and recorded

**SAMPLE TEACHING AND LEARNING ACTIVITIES****When I Grow Up**

Students prepare their own pictorial representations after discussing a topic in the class. For example,

- When I grow up I want to be \_\_\_\_\_.
- Коли я виросту, я хочу бути \_\_\_\_\_.

They illustrate their statements, using visuals of objects that represent the occupation.

**Nonverbal Communication**

Students communicate their ideas or needs in any other form than oral for five minutes out of the day. This can be done as a daily or weekly event.

**Retelling a Story**

Students retell a story, using visuals. Write down the plot as described by students and read it back to them. Afterward, students represent sections of the story by preparing illustrations.

**Learning Logs**

Students maintain Learning Logs with pictures representing ideas or words that they learned. They also make personal journal entries, using pictures, diagrams or sketches. Consider providing opportunities for peers and parents to respond to journal entries by using pictures.

**What I Heard**

After listening to a story or viewing a video, students create a representation of what they heard and/or saw. They can use a variety of methods (e.g., drawing, painting, or models). Students are encouraged to share their representations with other students.

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

- 4.1.3** recognize that ideas expressed in oral language can be represented and recorded  
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- recognize that ideas expressed in oral language can be represented and recorded?

 **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 ideas expressed in oral language can be represented and recorded (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 that ideas expressed in oral language can be represented and recorded. 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 recognize that ideas expressed in oral language can be represented and recorded. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Considering Children's Art: Why and How to Value Their Work*. Engel, Brenda S. Washington, DC: National Association for the Education of Young Children, 1995.

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

**4.2** Enhance and Improve

### Appraise Own and Others' Work

*Students will be able to*

**4.2.1** participate in the sharing of own creations and those of others

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Art Show

Model the simple sharing of a creation or object (e.g., show and talk about work by artist William Kurelek).

### Покажи й розкажи

Provide an opportunity for students to have Покажи й розкажи. Encourage the class to ask questions of the presenters. After the presentation, students illustrate their favourite object.

### Class Presentations

Students present their illustrations, models or booklets to the class. After the presentations, they discuss the creations of the other students in a positive way. Encourage students to say one positive thing about five different creations.

### Sharing with the Community

Assist students in organizing presentations of songs or poetry to different groups in the community (e.g., in seniors' homes).

### Parents' Night

Students display their work in the school. Their parents are invited for an evening of sharing.

**Appraise Own and Others' Work***Students will be able to***4.2.1** participate in the sharing of own creations and those of others (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in the sharing of own creations and those of others?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in the sharing of own creations and those of others (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 participate in the sharing of own creations and those of others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-Assessment Rating Scale**

Create a simple, graphic, 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 the sharing of own creations and those of others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 **Peer-assessment Checklist**

With students, collaboratively create a simple outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in the sharing of own creations and those of others (see sample blackline master in Appendix E: Peer-Assessment Checklist).

**SAMPLE RESOURCES**

- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1973.

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

KINDERGARTEN

K

Specific Outcome

**Revise Content**

*Students will be able to*

**4.2.2** express lack of understanding

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**“I Don’t Understand”**

Model for students a few ways to express that they do not understand (e.g., saying, “I don’t understand,” “Repeat that, please,” “Я не розумію,” “Це мені не зрозуміло/ясно.”). Students practise these expressions with buddies.

**Asking Questions**

Encourage students to ask questions in Ukrainian to clarify understanding during activities (e.g., calendar routine, show and tell, when reading). Model these question techniques while students are presenting.

**Extension:** Model for students how the use of details in illustrations assists in developing an understanding. Maintain a visually rich environment or use visuals and drawings to explain concepts.

**Nonverbal Communication**

Model for students how facial expressions and actions can be indicators of a lack of understanding (e.g., shrugging shoulders, shaking head).

**Revise Content***Students will be able to***4.2.2** express lack of understanding (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– express lack of 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 express lack of understanding (see sample blackline master in Appendix E: Observation Checklist).

 **Informal Observation**

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

**SAMPLE RESOURCES**

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

General Outcome

4

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

4.2 Enhance and Improve

KINDERGARTEN

K

Specific Outcome

**Enhance Legibility**

*Students will be able to*

**4.2.3** trace and copy letters, and explore letter keys on the keyboard.

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Copying Nametags**

Describe the formation of letters (e.g., паличка, горбок, хвостик). Have students copy their names from nametags.

**Gel Tracing**

Empty the contents of a jar of hair gel, preferably coloured, into a secure clear plastic bag. Prepare sets of large Ukrainian letters that students can place under the bag and then trace over, using their fingers.

**Practice Keyboards**

Supply old keyboards with Ukrainian letter overlays for students to use and practise on.

**Creating Artistic Letters**

Students glue over letters of their names, using Cheerios<sup>®</sup>, pasta, cotton balls, and other small objects. Alternatively, students make long snakes from modelling clay and write their names.

**Air Spelling**

Have students trace letters in the air, moving their whole arms.

**Enhance Legibility***Students will be able to***4.2.3** trace and copy letters, and explore letter keys on the keyboard (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- trace and copy letters, and explore letter keys on the keyboard?

 **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 trace and copy letters, and explore letter keys on the keyboard (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 trace and copy letters, and explore letter keys on the keyboard. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences/Portfolios**

Discuss the importance of legibility in written work. Choose portfolio samples with students and have them describe why they chose particular printing samples or print-outs. Discuss ways to enhance legibility as appropriate.

**SAMPLE RESOURCES**

- *Навчи мене писати! Зошит номер 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- *Абетка.* Завальська Н. Симферополь: АВДІ, 2000.
- *Українська абетка. Листки для вправ #1.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- Class set of clear plastic bags and coloured hair gel
- Ukrainian letters for tracing
- Modelling clay
- Small objects for gluing (e.g., dry cereal, cotton balls, dry pasta)

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

KINDERGARTEN

K

Specific Outcome

**Enhance Artistry**

*Students will be able to*

**4.2.4** use familiar words to describe ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Gallery Walk and Discussion**

Students participate in a gallery walk. Give them specific items to look for (e.g., shapes, lines, colours, numbers, characters). Following the gallery walk, students discuss what they observed and describe the items, using familiar words.

**Adding Familiar Words**

After completing a class mural or a personal illustration, students describe the completed work in five familiar words. Add these words to the class mural or personal illustration.

**Greeting Cards**

Students prepare a card for Mother's Day or Father's Day and copy "Я вас люблю." Have them describe what they like best about their mom or dad and add that key word to the card.

**Show and Tell**

Students participate in a show and tell activity for which they bring an object from home and prepare three statements about the object to share with classmates.

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

Does the student

- use familiar words to describe ideas?

 **Self-assessment Rating Scale**

Create a simple, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to use familiar words to describe ideas (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 **Anecdotal Notes**

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

**SAMPLE RESOURCES**

- Checklist with picture clues for the gallery walk activity

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

**4.2** Enhance and Improve

### Enhance Presentation

*Students will be able to*

**4.2.5** use visuals to express ideas, feelings, and information.

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Picture Books

Model how to create a wordless picture book. Students may work on their own, in pairs or in small groups to create similar picture books.

### My Favourite Part

Students listen to stories, poems or songs. After a discussion, they illustrate their favourite parts. Students create “anthologies” to send home for family enjoyment.

**Extension:** Students create a mural of a favourite book.

### Classroom Signs

Provide students with blank paper. With guidance, students create signs for each centre in the classroom. Help them create labels for important features of the centres. They practise reading the signs and prepare a guided tour of the classroom for potential visitors. Students also each maintain a personal checklist of the learning centres visited.

### Photo Album

Take photographs of classroom experiences and display them on a classroom bulletin board. Students discuss the photographs to decide on appropriate labels. Write the labels and post them with the photographs.

**Alternative Activity:** Take photographs of students posing and expressing different feelings and create a feelings booklet.

### Greeting Cards

Students make cards for special occasions. Provide students with samples and/or partially completed cards. Discuss the artistry of the cards and the ideas, feelings, and information that are expressed in the graphics.

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

Does the student

- use visuals 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 use visuals to express ideas, feelings, and information (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 use visuals to express ideas, feelings, and information. Offer feedback, encouragement and praise as needed.

**SAMPLE RESOURCES**

- Wordless picture books
- Camera and photographs

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

**Grammar and Usage**

*Students will be able to*

**4.3.1** check for complete sentences, with guidance

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Talking in Complete Sentences**

Invite students to talk about common experiences, stories or information being studied. They compose their simple messages orally before the teacher scribes them. Encourage students to speak in full sentences, use proper gender and attempt to use the proper singular or plural form of nouns.

Ім'я \_\_\_\_\_ Чи ви написали ім'я?

Дата \_\_\_\_\_ Чи ви написали дату?

Кольори

Чи ви вживали різні кольори?

Лінії



Чи ви вживали різні лінії?

Рамка



Чи ви зробили рамку?



Подробиці



Чи ви докладно все намалювали?



Чи ви гарно розмалювали?

Check sentences for completeness with students.

**Story Writing**

Scribe students' simple stories. Share the pen with the student during the scripting of each story. Emphasize and encourage the use of complete sentences in students' stories and check for complete sentences with students.

**Grammar and Usage***Students will be able to***4.3.1** check for complete sentences, with guidance (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- check for complete sentences, with guidance?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to check for complete sentences, with guidance (see sample blackline master in Appendix E: Observation Checklist).

 **Rubric**

Collaboratively create a simple, outcome-based rubric with students. Use the rubric to evaluate how well students are able to check for complete sentences, with guidance (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to check for complete sentences, with guidance. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- Audio recording equipment (optional).

*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** connect sounds with letters

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Writing Centre**

Create a writing centre with a variety of:

- manipulatives (e.g., sponge letters, letter tiles or cards, cereal, macaroni)
- writing materials (e.g., markers, glitter, crayons, pencils, letter stamps, chalk and boards, paper)
- audio equipment (e.g., audio alphabet books)

**Letter of the Week**

Highlight a different letter every week. On flipcharts, show different pictures/drawings/cut-outs of items that begin with that letter and say the letter and the words associated with the pictures aloud with students.

**Exploring Sound**

Give students opportunities to explore sounds, letters and words in talk, oral word play, songs, poetry, chants, rhymes, and daily reading activities.

**Exploring Written Words**

Students experiment in written expression (e.g., labelling objects, copying card greetings, printing notes with the help of the teacher or a buddy from a higher grade). Have students engage in writing activities. For example,

- alphabet booklets or letter booklets
- personal picture dictionaries

**Consonant and Vowel Cards**

Make individual consonant and vowel cards, using permanent felt markers and ceramic tiles. Tiles are made with 11 duplicates of each vowel and 8 duplicates of each consonant. Students pick two consonants and one vowel and orally follow the pattern of the nonsense poem (e.g., та-га-га-га та-па-га-па та-па-га). These cards are then inserted into a pocket chart.

**Phonemes**

Students say a word and separate it into the consonants and discrete sounds or phonemes. They place a coloured block or marker down for each sound they hear in sound boxes labelled on sheets of paper.

**Spelling***Students will be able to***4.3.2** connect sounds with letters (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- connect sounds with letters?

 **Observation Checklist**

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

 **Conferences**

Ask students to describe how they connect sounds and letters. Discuss strategies for remembering the different sounds associated with letters.

 **Rating Scale**

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

**SAMPLE RESOURCES**

- *Абетка*. Завальська Н. Симферополь: АВДІ, 2000.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Ukrainian Power Volume 1. Learning the Alphabet* (videocassette). Halaburda, O. Milford, MI: Ukrainian Power Videos, Inc., 2000.
- Consonant and vowel cards

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

**Capitalization and Punctuation**

*Students will be able to*

**4.3.3** recognize some basic writing conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Copying Your Name**

Students practise writing their own names by copying from cards. They also write their names by forming long snakes from modelling clay.

**Letter Masking**

Provide students with a model of the alphabet in upper and lowercase letters. With sticky notes, students show their knowledge of the alphabet by masking the following:

- an upper case letter
- a lower case letter
- the first letter of their first name
- their favourite letter
- the first letter of the alphabet
- the last letter of the alphabet

**Matching Upper and Lowercase Letters**

Have students stand in a circle so everyone can see upper and lowercase letters printed on cards set in the centre of the circle. As students march in a circle to music, pause the music and name a student. The student enters the circle and matches a lowercase and an uppercase letter. Continue this until all letters are removed.

**Fun with Fonts**

Print students' names in a variety of fonts and sizes and invite students to choose their favourite fonts and tell why they made their choices. Create personalized letterhead with students' names in their favourite fonts and use it on note paper to communicate with their families.

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

Does the student

- recognize some basic writing conventions?

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

**SAMPLE RESOURCES**

- *Українська абетка. Ukrainian Alphabet Flash Cards.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- Modelling clay
- Sticky notes

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

**Share Ideas and Information**

*Students will be able to*

**4.4.1** use illustrations and other materials to share information and ideas

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Picture Books**

Students prepare picture books, individually or as a class, on a variety of topics.

**Picture Charades**

Students take turns drawing a verb, event, action, and so on. Other students must guess the word being drawn. Choose words on a related topic.

**Alternative Activity:** Have students use modelling clay to represent words and ideas.

**Show and Tell**

Students bring in items of interest or personal collections for show and tell. Have them bring pictures, brochures, and books when discussing topics (e.g., family vacation, hobbies, favourite books).

**All about Collages**

Have students create collages based on what they have learned about a particular topic (e.g., health, plants, animals, Ukrainian culture). Encourage students to express things they have learned in the pictures used.

**Share Ideas and Information***Students will be able to***4.4.1** use illustrations and other materials to share information and ideas (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use illustrations and other materials to share 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 illustrations and other materials to share information and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Anecdotal Notes**

Observe as students share both formally and informally in small or large groups. Record students' topics of interest and preferred modes of sharing and observe students' developing communication and presentation skills in a variety of contexts. Note the extent to which students are able to use illustrations and other materials to share information and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- Modelling clay
- Magazines

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

### Effective Oral and Visual Communication

*Students will be able to*

**4.4.2** express and represent ideas through various media and forms

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Expressive Artwork

Students use fabric, modelling clay, and other media to form a picture based on a text or theme.

### Class Drawing

The class illustrates a story, using overhead acetate paper. Each student can take a part or sequence. Later they present it to another class.

### Video Recordings

Videotape the class reciting a poem or singing songs. Class members take turns bringing the video home to share it with their families.

### Role-plays and Puppet Shows

Students role-play or use puppets to present a familiar story, poem, or song (e.g., they dramatize *Рукавичка* or *Рінка* as the teacher reads it aloud).

### Class Mural

Students make a mural on topics studied in class.

**Effective Oral and Visual Communication***Students will be able to***4.4.2** express and represent ideas through various media and forms *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- express and represent ideas through various media and forms?

 **Rubric**

Collaboratively create a simple, outcome-based rubric with students. Use the rubric to evaluate how well students are able to express and represent ideas through various media and forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express and represent ideas through various media and forms. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Self-assessment Rating Scale**

Create a simple, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to express and represent ideas through various media and forms (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

- *Навчи мене писати! Зошит номер 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- *Рукавичка.* Київ: А-БА-БА-ГА-ЛІА-МА-ГА, 1997.
- *Рукавичка. The Mitten* (CD-ROM). Arseneault, D. Hamilton, ON: Iliad Productions, 1998.
- *Пінка.* Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- Videotaping equipment
- Puppets

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

**Attentive Listening and Viewing**

*Students will be able to*

**4.4.3** demonstrate active listening and viewing behaviours

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Three Cs Poster**

Post active listening expectations and behaviours in the classroom as a reminder for students (e.g., 3 Cs).

Стій!



Слухай!



Слідкуй очима!

**Brainstorming**

Lead students in a brainstorm of what attentive listening and viewing looks like/sounds like. Note students' responses and make a class chart. This chart becomes a reminder of criteria for attentive listening and viewing for classroom activities. Revisit the chart frequently with students.

Ми слухаємо	
Що видно? 	Що чути? 
Учні слідкують очима Руки при собі Руки піднесені для відповіді	Добрі питання Додаткові думки Слухачі не розмовляють

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

Does the student

- demonstrate active listening and viewing behaviours?

 **Anecdotal Notes**

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

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to demonstrate active listening and viewing behaviours (see sample blackline master in Appendix E: Observation Checklist).

 **Conferences**

Discuss students' active listening and viewing behaviours and identify goals for improvement of active listening and viewing skills and strategies, as necessary.

**SAMPLE RESOURCES**

- Active listening poster

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

**5.1** Develop and Celebrate Community

**Share and Compare Responses**

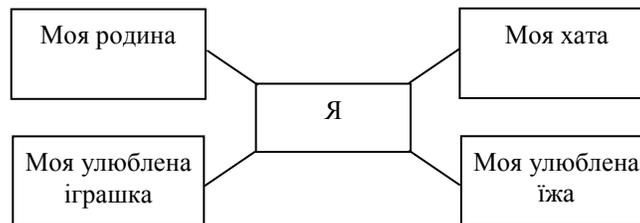
*Students will be able to*

**5.1.1** represent and draw about self and family

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Picture Webs**

Students complete picture webs about themselves or their families. For example,



**Extension:** Students make family trees. They label members of their families in Ukrainian.

**Silhouettes**

With assistance, students trace their hands, their bodies or their heads and guess each silhouette. They use simple adjectives learned in class for descriptions.

**Extension:** As a class activity, students assist the teacher in creating a class height graph.

**Alternative Activity:** Students draw self-portraits at the beginning and end of the school year. The portraits are dated and placed in student portfolios.

**My Family Trip**

Students, with assistance, create wordless books that record, in sequence, events of a personal or family activity (e.g., birthday party, trip to the zoo, visiting a grandparent, family vacation).

**Extension:** Students bring in personal photographs and prepare a personal timeline.

**Picture Books**

Students prepare a series of drawings that tell about themselves or their families. They use the drawings to create picture books for presentation to the class. Teachers, volunteers, or older buddies scribe for students. Topics for the picture books may include:

*All about Me*

- my room
- my favourite toy
- my family
- my favourite game

*My Family*

- our house
- things we do together
- our favourite foods
- our holidays

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

Does the student

- represent and draw about self and family?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to represent and draw about self and family (see sample blackline master in Appendix E: Observation Checklist).

 **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to represent and draw about self and family (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 represent and draw about self and family (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

**SAMPLE RESOURCES**

- Templates of a family tree and picture web
- *Моя родина. My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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

**5.1** Develop and Celebrate Community

### Relate Texts to Culture

*Students will be able to*

**5.1.2** listen actively to stories, and demonstrate curiosity

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Story Time Q and A

Read stories that have been translated into Ukrainian (e.g., *Червона шапочка*, *Три ведмеді*, *Трое поросят [Три свинки]*). Students view the illustrations and come up with questions about the characters, story, and illustrations.

### Cultural Stories

Students listen to culturally related stories (e.g., St. Nicholas, Easter). Lead students in a discussion about similarities and differences in celebrations at home and in the stories.

### Guest Storyteller

Invite a Ukrainian storyteller or author to read a story and tell about his or her writing experiences. Encourage students to ask the guest questions about the story.

### Story Variety

Students experience a variety of stories that address issues. For example,

- portraying different cultures in a positive way
- portraying the elderly as interesting and empathetic
- portraying males and females in traditional and non-traditional occupations
- portraying different families

### Active Listening

Lead students in a brainstorm of characteristics for good active listening and transfer their ideas onto a chart, using pictures and words. Post the chart in the classroom for student reference.

Стій!



Слухай!



Слідкуй очима!



**Relate Texts to Culture***Students will be able to***5.1.2** listen actively to stories, and demonstrate curiosity (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- listen actively to stories, and demonstrate curiosity?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to listen actively to stories, and demonstrate curiosity (see sample blackline master in Appendix E: Checklist and Comments 1 or 2). Consider including the following criteria:

- shows interest in the presentation or story
- displays appropriate body language
- responds to the speaker with appropriate facial expression
- asks appropriate questions

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen actively to stories, and demonstrate curiosity. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Engage students in informal discussions based on information presented to determine the effectiveness of their listening skills and their levels of curiosity about the stories read.

 **Learning Logs**

Students respond to texts that have been read to them. To demonstrate that they have actively listened to the story, have students:

- represent aspects of the story's plot or characters
- show how they felt about the story or represent a sequel to the story

**SAMPLE RESOURCES**

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- *Моя родина. My Family.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *(Три свинки). Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Три ведмеді.* Турко К. Едмонтон: Міністерство освіти Альберти, 1977.
- *Червона шапочка. Little Red Riding Hood.* Чумак Я. (ред.). Торонто: Українська книжка, 1991.

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

**5.1** Develop and Celebrate Community

**Appreciate Diversity**

*Students will be able to*

**5.1.3** connect aspects of stories to personal feelings and experiences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Holiday Books**

Students prepare a holiday book. A holiday book provides an opportunity for students to represent and talk about family traditions (e.g., food, decorations, rituals, and activities). Students compare these traditions with traditions written about or represented in texts read as a class.

**Personal Responses to Stories**

Assist students in responding to texts and memorable experiences in a variety of ways (e.g., drawing, painting, acting, speaking, singing, modelling). Students share their responses with partners or groups, focusing on how the story made them feel and what the story reminded them of.

**Extension:** Students listen to a story, then make connections between the story and their own personal experiences.

**Memory Box**

Students collect objects related to a field trip, special occasion or favourite book. They place the objects into a show box labelled “Memory Box.” Label objects as a class activity that involves reading and writing. Students share their memory boxes with partners or groups. As students talk about their memory boxes, encourage them to remember the names of the objects in Ukrainian and to make connections between the objects and their own personal experiences.

**Appreciate Diversity***Students will be able to***5.1.3** connect aspects of stories to personal feelings and experiences (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- connect aspects of stories to personal feelings and experiences?

 **Checklist and Comments**

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

 **Conferences**

Discuss the characters in stories with students and ask probing questions to determine whether students can relate aspects of the stories to their own experiences.

**SAMPLE RESOURCES**

- Shoe boxes to be used as memory boxes
- Supplies such as paints, modelling clay, and crayons

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

**5.1** Develop and Celebrate Community

### Celebrate Special Occasions

*Students will be able to*

**5.1.4** contribute to group experiences to create and celebrate

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Borscht Day

After learning the names of vegetables, students celebrate by having Borscht Day. Illustrate the steps involved in making borscht or view a video showing how to make the soup. Students learn the Ukrainian names of the foods used to make borscht.

### Christmas

Students prepare for St. Nicholas' visit by preparing a mini-performance for him or drawing pictures for him.

### Святий вечір

Students participate in a school-wide or classroom Святий вечір.

### Easter

Students participate in preparing the dishes for Easter breakfast. They learn the names of Easter foods in Ukrainian. They learn and perform a simple Easter dance (e.g., *Кривий танок*).

### Birthdays

To celebrate birthdays, each student makes a card and sings *Многії літа*.

### Epiphany

Students build a cross out of ice for Epiphany, using frozen milk cartons.

### Student of the Week

Each week a different student is chosen to be the Student of the Week. Each student says something special about the student that is scribed by the teacher. Each student creates a portrait of the individual and sentences are written underneath. These are made into a book and the book can then be presented to the student.

### Class Choice

Students decide how they would like to represent a cultural celebration (e.g., photo display, individual illustrations, group mural, video, models, wordless picture book, sequence of illustrations).

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

Does the student

- contribute to group experiences to create and celebrate?

 **Anecdotal Notes**

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

 **Conferences/Self-Assessment Rating Scale**

Discuss students' contributions to group experiences related to the celebrations. Create a simple, outcome-based self-assessment rating scale and help students use the rating scale to evaluate how well they are able to contribute to group experiences to create and celebrate (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.

*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** participate in group activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Cooperative Learning Centres**

Provide students with a variety of learning centres in which they work cooperatively in an unstructured group setting. Encourage students to share, take turns and help one another for the centres to be enjoyable and productive aspects of the learning environment. Centres may include a sand table, water centre, toy centre, dress-up box, language centre, and construction centre.

**Cooperative Games**

Students play games (e.g., parachute games, board games) where cooperation is valued and necessary for successful completion of the game. Model the use of encouraging and team-building language in Ukrainian.

**Alternative Activity:** Students build a structure as a class by taking turns adding a block of their choice.

**Discussing Cooperative Play**

Explain to students what cooperative play looks like (e.g., ми чергуємося/ми допомагаємо одне одному/коли є незгода, ми спокійно говоримо/кожний має свою роботу, яку треба виконати). Discuss examples of cooperative play from students' experiences.

**Extension:** Students brainstorm what cooperative play looks like and sounds like. Record student responses and create a chart that is posted in the classroom.

**Partner Collages**

Working with partners, students cut out pictures from newspapers and magazines related to a theme or concept. They cooperatively plan and create a collage. The pair tells what they tried to show in their collage and how they worked together.

**Cooperate with Others***Students will be able to***5.2.1** participate in group activities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– participate in group activities?

 **Observation Checklist**

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

 **Anecdotal Notes**

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

 **Conferences**

Discuss cooperative group activities with students and have them reflect on turn-taking, waiting for others to finish, sharing materials, making encouraging comments and showing support in different ways as they work together.

 **Peer-Assessment Checklist**

With students, collaboratively create a simple, outcome-based peer-assessment checklist. Assist students as they use the checklist to determine whether their peers are able to participate in group activities (see sample blackline master in Appendix E: Peer-Assessment Checklist).

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- A variety of cooperative games (e.g., board games)
- Newspapers and magazines

*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** demonstrate attentiveness in group activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Show and Tell**

Students practise active listening skills, turn-taking, and asking questions during show and tell activities. Encourage students to ask appropriate questions of each presenter or tell him or her what they found most interesting about the presentation.

**Partner Recall**

Assign a topic and have the class break into pairs and take turns sharing their ideas with a partner. Each student tries to recall and share his or her partners' ideas with the rest of the class.

**Positive Feedback**

During group presentations or activities, students learn to share ideas, accept ideas, and provide positive and constructive feedback. Encourage students to listen carefully to the presentations of other groups or of other members of their own groups. Have them think of one positive thing to say about each presentation.

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student

- demonstrate attentiveness in group activities?

**Observation Checklist**

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

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate attentiveness in group activities and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*(continued)*

## Work in Groups

Students will be able to

5.2.2 demonstrate attentiveness in group activities (*continued*)SAMPLE ASSESSMENT STRATEGIES (*continued*)

## □ Self-Assessment Checklist

After working in a small or large group, have students complete a self-assessment checklist, using picture cues. For example,

1. Я слухав/слухала



2. Я дивився/дивилася



3. Я рівно сидів/сиділа



4. Я чемно бавився/бавилася

5. Я чекав/чекала на свою чергу  
1-ий/-а, 2-ий/-а, 3-ій/-я

6. Я говорив/говорила



7. Я допомагав/допомагала іншим



## SAMPLE RESOURCES

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

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

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

### Use Language to Show Respect

*Students will be able to*

**5.2.3** recognize variations in language use

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Formal and Informal Greetings

Students discuss the differences between greeting a friend (e.g., Привіт!) and greeting the principal (e.g., Добридень!). They role-play how to greet a friend and how to greet the principal or another adult.

**Extension:** Students role-play meeting different people. They are given a picture of a person and must decide how to greet each other or what phrase to use. For example,

- Добридень/Привіт/Слава Ісусу Христу
- До побачення/Па-па/З Богом/Добраніч
- Як ти себе почуваєш?/Як ваше здоров'я?
- Будь ласка/Прошу.

Decide on students' focus and add to the phrases as students become increasingly confident. For example,

- лазничка/туалет
- тенісівки/кросовки/кеди.

### Correcting Inappropriate Language

When inappropriate language has been used, discuss alternative ways of communicating that are more acceptable. Students talk about other variations or other languages spoken in their home or with family members. Discuss variations in language use as they come up in class (e.g., гідо–дідо, копик–горнятко, чай–гарбата, фрукти–овочі).

**Use Language to Show Respect***Students will be able to***5.2.3** recognize variations in language use (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize variations in language use?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize variations in language use (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 recognize variations in language use. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- Pictures of different people (e.g., principal, adults, children)

*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** help others and ask others for help

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Classroom Chores and Routines

Encourage students to participate actively in the daily routines that are necessary to the maintenance of an orderly learning environment. Help them learn to do their part in activities. For example, clean-up times that are made more enjoyable when students are asked to:

- put away a specified number of things to encourage counting objects
- put away things by colour or shape
- work in small groups
- clean up to music and freeze when the music stops

**Extension:** Have students take turns leading the clean-up by choosing the variation to be used for the day and explaining it to the class. Through these activities, students learn that everyone is important and has a job in a classroom community.

### Sharing and Helping

Implement a system for sharing materials that reinforces helping and cooperative behaviours and emphasizes the positive aspects of working with others.

### Helpful Phrases

Model key phrases for students to offer help and ask for help. For example,

- Я не знаю.
- Я не розумію.
- Покажи мені, будь ласка.
- Поясни мені, будь ласка.
- Я тобі допоможу.
- Чи можна тобі допомогти?

### Group Work

During classroom activities (e.g., daily classroom routines, group art activities, centre activities, drama activities), students help others and seek assistance from group members.

During a cooperative learning activity, each student is given a task and cooperates to achieve the group goal.

**Evaluate Group Process***Students will be able to***5.2.4** help others and ask others for help (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- help others and ask others for help?

 **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 help others and ask others for help (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- identifies ways to help others
- uses supportive, encouraging language with peers
- works as a contributing member of large groups
- asks others for help

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to help others and ask others for help. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Discuss students' group interactions and elicit other ways of working effectively as members of a group.

 **Self-Assessment**

Implement a student daily self-assessment in which, at the end of the day, they check off on a class poster if they helped other students. Ask students:

- Кому ти допомагав?
- Як ти/ У чому ти допомагав

**SAMPLE RESOURCES**

- *У мітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.

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

**Sound–symbol System**

*Students will be able to*

**6.1.1** listen to, identify, and begin to produce basic sounds of the Ukrainian language

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Flash Cards**

Hold up a flash card of a very simple word and say the word while emphasizing the sound of the first letter. Demonstrate how to print the initial letter on chart paper and display the chart paper in class.

**Extension:** Say a word and have students volunteer to point to the symbol of the initial sound of that word.

**Pictures and Sounds**

Students are shown pictures from which they identify the objects. As students say each word, ask them to repeat and identify the sound of the first letter. Students are then asked to identify the name of the letter and to attach the object picture to a chart paper labelled with that letter.

**Initial Sounds**

After brainstorming simple classroom words with the same initial sounds, students select three of these words to illustrate. Students draw these three pictures, then show the pictures to the teacher or a partner, telling the names of the pictures. They then copy the letter of the initial sound onto the pictures.

**Extension:** When a student is the Student of the Week, assist the class to brainstorm simple words that have the same initial sound found in the student's name.

**Songs and Poems**

After singing a song or reading a poem, ask students what sounds they hear in a specific word from the song or poem. Assist students in identifying and labelling the sound symbol.

**Identifying Syllables**

Produce sentences in Ukrainian and ask students to clap the number of syllables they hear in each sentence. For example,

- Хата. Скільки звуків чути? \_\_\_\_\_.
- Картопля. Скільки звуків чути? \_\_\_\_\_.
- До побачення. Скільки звуків чути? \_\_\_\_\_.
- Яблуко. Скільки звуків чути? \_\_\_\_\_.

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

- 6.1.1** listen to, identify, and begin to produce basic sounds of the Ukrainian language  
(continued)

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- listen to, identify, and begin to produce basic sounds of the Ukrainian language?

Note: Some students, because of age, may have difficulty producing certain sounds (e.g., р, ш).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen to, identify, and begin to produce basic sounds of the Ukrainian language. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Meet with individual students to assess their ability to listen to, identify, and produce basic sounds of the Ukrainian language. Ask students to produce initial and final sounds heard in words.

 **Quiz**

Quiz students orally by having them identify and produce basic sounds of the Ukrainian language.

## SAMPLE RESOURCES

- *Українська абетка. Ukrainian Alphabet Flash Cards.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Абетка.* Бокало Г. (ред.). Львів: Аверс, 1999.
- *Лелеченя. Букварик для малят.* Бударіна Р. В. Київ: Лелека, 2001.

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

**Lexicon**

*Students will be able to*

**6.1.2** repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Body Parts**

After singing *Голова, плечі*, students identify body parts out of sequence.

**Extension:** While studying body parts, give students a sling or bandage and ask, “А що в тебе болить?” Students respond by saying, “У мене болить \_\_\_\_\_.”

**Prepositions**

Use hand signals or locations to prompt and support students in recognizing prepositions (e.g., на, під, біля, спереду, ззаду). Students watch the signals and repeat after the teacher.

**Calendar Vocabulary**

On a daily basis, students use the classroom calendar to practise vocabulary (e.g., numbers, expressions for date, names of the days, weather vocabulary).

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

- 6.1.2** repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment (*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to repeat and recognize basic vocabulary and expressions used in daily situations in the immediate 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 repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

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

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

### Grammatical Elements

*Students will be able to*

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

#### **Nouns**

- all genders (e.g., *зошит, книжка, авто*)
- nominative singular and plural (e.g., *зошит/-и, книжка -и, авто/-а*)
- vocative (e.g., *мамо, Лесю, Степане, тату*)

#### **Pronouns**

- demonstrative, possessive, interrogative nominative singular (e.g., *той, моя, яке, хто/що*)

#### **Adjectives**

- noun–adjective agreement (e.g., *новий зошит, цікава книжка, гарне авто*)
- nominative singular (e.g., *новий зошит, цікава книжка, гарне авто*)

#### **Verbs**

- present of common *verbs* (e.g., *читаю, пишеш*)

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

#### **Pronouns**

- personal nominative (e.g., *я, ти, вони*)

#### **Verbs**

- infinitive (e.g., *читати, писати*)

#### **Adverbs**

- of quality (e.g., *добре, погано*)

## 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.

### Noun-Adjective Agreement

Review the ideas of singular and plural, male, and female nouns. Explain that in Ukrainian the words that describe nouns are different depending on whether the noun is singular or plural, male, or female. Use examples from objects found around the class, and colour-code the words based on whether they are male, female, singular, or plural.

### Verbs

Choose simple verbs associated with a theme currently being studied (e.g., animal movements). Have students repeat after you and do the actions (e.g., “A bunny hops.” “The bunnies hop.”). Emphasize the connection between the subject and verb.

### Pronouns

Have students create simple skipping songs or action songs, using personal nominative pronouns (e.g., I, you, we).

**Grammatical Structures***Students will be able to***6.1.3** use, in modelled and structured situations, the specific grammatical elements  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use, in modelled and structured situations, 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, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use, in modelled and structured situations, the specific grammatical elements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**SAMPLE RESOURCES**

- Posters with a variety of coloured objects that can be used to teach adjective and noun agreement

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

**Mechanical Features**

*Students will be able to*

**6.1.4** imitate basic mechanical features

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Word Ordering**

Create several cards with nouns/subjects, verbs and prepositional phrases (e.g., “to the store,” “at school”) based on a topic covered by the class (e.g., in the community, the weather). Choose one of each type of card and read them aloud separately. Work with students to order the words in a way that makes sense.

**Sentence Patterns**

Supply students with a sentence pattern related to a topic covered by the class (e.g., my family, all about me). Ask students to come up with new sentences based on the pattern provided. After students have thought of ten, change the sentence pattern and start the activity again.

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

Does the student

- imitate basic mechanical features?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to imitate basic mechanical features (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 imitate basic mechanical features. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- Cards with nouns/subjects, verbs and prepositional phrases

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**Discourse Features**

*Students will be able to*

**6.1.5** imitate simple, basic discourse features in oral interactions in the immediate learning environment

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Telephone Conversations**

Model and then ask students to role-play simple telephone conversations in which they exchange simple greetings and ask one another what they are doing. Students practise appropriate telephone greetings, patterns of interaction, and appropriate pauses for responses.

**Passing the Object**

Sitting in a circle, students practise passing an object by using the following interaction pattern:

Student A: Чи ти хочеш \_\_\_\_\_ (ручку, книжку, олівець) (name of the object)?

Student B: Так, прошу.

When Student B receives the object, he or she says “Дякую.” Student B turns to the student sitting next to him or her and repeats the pattern. The activity continues until all students have a chance to ask and respond to the question and the object has been passed around the circle.

**Discourse Features***Students will be able to***6.1.5** imitate simple, basic discourse features in oral interactions in the immediate learning environment (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- imitate simple, basic discourse features in oral interactions in the immediate learning environment?

 **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 imitate simple, basic discourse features in oral interactions in the immediate learning environment (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 imitate simple, basic discourse features in oral interactions in the immediate learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to imitate simple, basic discourse features in oral interactions in the immediate learning environment (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

**SAMPLE RESOURCES**

- Toy telephones
- Object for passing

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

**Listening**

*Students will be able to*

**6.2.1** listen and respond to basic phrases in the learning environment

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Routine Teacher Instructions**

Students listen and respond to routine words and phrases (e.g., routine instructions and greetings).

**Extension:** Use body language together with commands (e.g., Сідайте, Встаньте, Слухайте, Дивіться). Students respond appropriately.

**Calendar Routine**

Once the commands are modelled and known, students take turns being teacher and lead the calendar routine, asking questions (e.g., Яка дата? Який день? Котрий день тижня? Яка погода?)

**Simon Says**

Students play Simon Says with simple, routine commands. They take turns leading the game.

**Lining Up Chant**

When lining up, students say and follow these actions:

До школи, до школи  
Вранці ми йдемо.  
У школі, у школі,  
Пісеньок співаємо,  
І тупаєм ногами,  
І крутимо руками,  
Хитаєм головою  
І крутимось кругом

**Listening***Students will be able to***6.2.1** listen and respond to basic phrases in the learning environment *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- listen and respond to basic phrases in the learning environment?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen and respond to basic phrases in the learning environment. 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 listen and respond to basic phrases in the learning environment. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

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

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

**Speaking**

*Students will be able to*

**6.2.2** repeat and create simple, patterned oral phrases in the learning environment

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Surprise Bag**

Introduce a surprise bag with objects. Present the objects from the surprise bag for students to view, name each object and have students repeat the name. Once they are familiar with the names of the objects, divide students into teams to play a game. Students score a point for their team every time they can name one of the objects from the surprise bag.

**Shaw and Tell**

Students participate in Покази й розкази.

**Telephone**

Students play телефон. One student picks a word or phrase, whispers it into the ear of another student and the phrase is passed along. The last person states the phrase he or she heard.

**Pattern Stories**

Read pattern stories and have the students repeat key phrases (e.g., *Ріпка, Три свинки*).

**Survival Words and Phrases**

Students learn basic survival words and phrases at a rate of one or two per week to function in Ukrainian in the classroom. They repeat these phrases as they enter or exit the classroom before lunch. Record these phrases and post them in the classroom with accompanying symbols or pictures for student reference.

**Speaking***Students will be able to***6.2.2** repeat and create simple, patterned oral phrases in the learning environment  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- repeat and create simple, patterned oral phrases in the learning environment?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to repeat and create simple, patterned oral phrases in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to repeat and create simple, patterned oral phrases in the learning environment (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to repeat and create simple, patterned oral phrases in the learning environment. Offer feedback, encouragement and praise as needed.

**SAMPLE RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Рінка.* Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *Три свинки. Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Surprise bag and various objects

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

**Reading**

*Students will be able to*

**6.2.3** recognize some letters

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Identify Words with an Initial Letter

Give students a picture with labelled items that begin with a specific letter. As students say each word, ask if they hear the specific letter sound. Later, provide pictures with words that have different initial letters and have students circle the pictures of objects that have a particular initial letter.

### Name Cards

Students look for their name cards when entering the class. Initially, the name cards are kept in the same position. Once students become familiar with their names, the cards are switched around.

### Classroom Labels

Label objects in the room and post visuals and print for vocabulary used every day to focus students' attention.

### Letter of the Day

When presenting the letter or sound of the day, display a tongue twister based on that sound. Read it and ask students to first listen for the sound most frequently repeated and then point to the letter they think is producing the sound. For example,

- Та та та та
- Та па та па та па та
- Ти ти ти ти
- Ти пи ти пи ти пи ти
- То то то то
- То по то по то по то
- Те те те те
- Те пе те пе те пе те
- Ті ті ті ті
- Ті пі ті пі ті пі ті

**Reading***Students will be able to***6.2.3** recognize some letters (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize some letters?

 **Anecdotal Notes**

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

 **Observation Checklist**

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

**SAMPLE RESOURCES**

- *Абетка*. Бокало Г. Львів: Аверс, 1999.
- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Назви предметів у класі. Ukrainian Classroom Labels*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Мій словничок. Ukrainian Alphabet Booklet Master*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Language Posters*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.

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**Writing**

*Students will be able to*

**6.2.4** copy letters**SAMPLE TEACHING AND LEARNING ACTIVITIES****Alphabet Pictures**

Give students pictures of things that begin with different letters of the alphabet. As students say each word, note the initial letter. On a lined space beside an object, students write the letter.

**Greeting Cards**

Students copy greetings in cards for different holidays.

**Booklets**

Students make booklets by copying text and creating their own illustrations. For example,

- Я бачу...
- Мені подобаються.
- Тематичні книжечки.

**Stencils**

Cut letter stencils out of cardstock. Students can use the stencils for tracing and art projects.

**Writing Centre**

Create a writing centre where students use different media and materials to copy letters.

**Fine Motor Skills Practice**

Engage students in daily fine motor activities (e.g., embroidery with plastic needles, modelling clay, forming strokes with different media, forming tactile letters).

**Writing***Students will be able to***6.2.4** copy letters (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student  
– copy letters?

 **Anecdotal Notes**

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

 **Quiz**

Have students copy various letters covered during class time.

 **Portfolios**

With students, choose various items to include in their portfolios.

**SAMPLE RESOURCES**

- *Навчи мене писати! Зошит номер 1 з підготовки руки до письма.* Пензлик М. Тернопіль: Мандрівець, 2000.
- *Логіка.* Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи.* Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002.
- Modelling clay
- Ukrainian alphabet stencils

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

**Viewing**

*Students will be able to*

**6.2.5** view and respond to familiar events and representations in the learning environment

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Personal Responses**

After viewing a media presentation, students can provide personal responses by

- painting pictures
- presenting puppet shows
- creating dances
- making dioramas

**Cultural Presentations**

Invite cultural presentations into the classroom (e.g., musicians, singers, and dancers). Students respond in a variety of ways (e.g., drawing their favourite part).

**Field Trip Gallery**

After a field trip, create a picture gallery showing the highlights of the trip and any items collected during the trip. Discuss the gallery with students (e.g., what they liked best, what the pictures remind them of or a feeling that a picture evokes).

**Viewing***Students will be able to*

- 6.2.5** view and respond to familiar events and representations in the learning environment (*continued*)

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

Does the student

- view and respond to familiar events and representations in the learning environment?

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to view and respond to familiar events and representations in the learning environment (see sample blackline master in Appendix E: Observation Checklist).

**Portfolios**

Work with students to prepare a portfolio of their work, displaying responses to viewing activities.

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to view and respond to familiar events and representations in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.

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

**Representing**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Pictures**

Students create pictures that represent family, events, and student involvement in various activities (e.g., students draw pictures of field trips).

**Extension:** Students create a collage or simple picture booklet on feelings, colours, numbers.

**Clay Characters**

Using modelling clay, students create sculptures of characters from a favourite story.

**Role-plays**

Students act out their favourite parts of a story.

**Class Wall Mural**

Students create a wall mural representing familiar events (e.g., the seasons, a holiday, a school event). They copy a word from the wall to label their representation.

**Scrapbooks**

Students maintain a special event scrapbook in which they illustrate special school events (e.g., first day of school, Halloween, Thanksgiving, Remembrance Day assembly).

**Representing**

*Students will be able to*

- 6.2.6** imitate and create simple representations of familiar ideas, events, and information (*continued*)

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

Does the student

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

 **Rubric**

Collaboratively create a simple outcome-based rubric with students. Use the rubric to evaluate how well students are able to imitate and create simple representations of familiar ideas, events and information (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 imitate and create simple representations of familiar ideas, events and information (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

**SAMPLE RESOURCES**

- Pre-made field trip booklets
- Class set of scrapbooks
- Modelling clay

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

**Register**

*Students will be able to*

**6.3.1** speak at a volume appropriate to classroom situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Inside and Outside Voices**

Lead students in a discussion of appropriate voices for inside and outside. They learn words associated with appropriate volume and respond appropriately (e.g., Тихенько! Голосно! Тихіше! Голосніше!).

**Quiet Spaces**

Lead students in a brainstorm of locations in the school that require quiet voices (e.g., у класі, у бібліотеці). Other places in and around the school where louder voices can be used would include у спортзалі, у музичній кімнаті, на майданчику.

**Extension:** Discuss classroom times during which quiet voices are required.

**Register***Students will be able to***6.3.1** speak at a volume appropriate to classroom situations (*continued*)SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student

- speak at a volume appropriate to classroom situations?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to speak at a volume appropriate to classroom situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes). Look for and note evidence that students are able to

- understand appropriate volume for a variety of classroom situations
- use appropriate volume when speaking in a variety of situations
- demonstrate a willingness to use appropriate volume when speaking.

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to speak at a volume appropriate to classroom situations. Offer feedback, encouragement, and praise as needed.

*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.*

**Idiomatic Expressions**

*Students will be able to*

**6.3.2** imitate age-appropriate colloquial expressions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Idiomatic Expressions**

Model the use of age-appropriate idiomatic expressions at appropriate times throughout the year. Encourage students to repeat and use these expressions accordingly. Some age-appropriate idiomatic expressions include the following:

- Молодець!
- Люкс!
- Добре!
- Дуже добре!
- Супер!
- Чудово!

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

Does the student

- imitate age-appropriate idiomatic expressions?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to imitate age-appropriate idiomatic expressions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes). Look for and note evidence that students are able to

- attentively listen and observe teacher modelling of expressions
- imitate expressions
- use basic expressions appropriately in the classroom

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

6

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

**6.3** Sociocultural/  
Sociolinguistic  
Competence

KINDERGARTEN

K

Specific  
Outcome

**Variations in Language**

*Students will be able to*

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

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Guest Speakers**

Invite a variety of guest speakers into the classroom to read to students and interact with them in Ukrainian.

**Audio Books**

Older students prepare audio books for students to enjoy during learning centre time.

**Listening Centre**

Students listen to a variety of audio recordings of stories and songs at a listening centre.

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

Does the student

- experience a variety of voices?

 **Anecdotal Notes**

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

 **Informal Observation**

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

**SAMPLE RESOURCES**

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

**Social Conventions**

*Students will be able to*

**6.3.4** imitate simple routine social interactions

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Role-play Centre**

Establish a role-playing centre for

- ordering at a restaurant
- purchasing a bottle of juice from a store
- visiting the dentist
- going to grandparents
- attending a friend's birthday
- calling a friend on the phone.

**Hello, Goodbye**

Model simple routine social interactions (e.g., greeting and leave-taking). Students practise these interactions with their peers.

**Social Conventions***Students will be able to***6.3.4** imitate simple routine social interactions (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- imitate simple routine social interactions?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to imitate simple routine social interactions (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 imitate simple routine social interactions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- Items for role-playing centre (e.g., toy telephone, plastic juice bottles)

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

**Non-verbal Communication**

*Students will be able to*

**6.3.5** imitate some common non-verbal behaviours used in Ukrainian culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Common Non-verbal Behaviours**

Demonstrate various non-verbal behaviours used in Ukrainian culture. For example,

- a thumbs-up gesture when a job is well done
- greeting by kissing three times on the cheek, alternating cheeks
- walking arm in arm

Have students imitate these behaviours.

**Greetings and Goodbyes**

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

**Nonverbal Communication***Students will be able to***6.3.5** imitate some common nonverbal behaviours used in Ukrainian culture (*continued*)SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- imitate some common non-verbal behaviours used in Ukrainian culture?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to imitate some common non-verbal behaviours used in Ukrainian culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to imitate some common non-verbal behaviours used in Ukrainian culture (see sample blackline master in Appendix E: Observation Checklist).

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

**Cognitive**

*Students will be able to*

**6.4.1** use simple cognitive strategies, with guidance, to enhance language learning (e.g., listen attentively, perform actions to match words of a song, story, or rhyme)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Songs**

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

**Flash Cards**

Teacher together with students makes flash cards. On one side of the flash card is the printed Ukrainian letter. On the other side is the English-sound spelling. Have students quiz each other using the flash cards.

**Story Actions**

Read a familiar story while students act out the events of the story.

**Picture Dictionaries**

Students create simple picture dictionaries for themselves to enhance language learning.



<b>Specific Outcome</b>	<b>Cognitive</b> <i>Students will be able to</i> <b>6.4.1</b> use simple cognitive strategies, with guidance, to enhance language learning (e.g., listen attentively, perform actions to match words of a song, story, or rhyme) <i>(continued)</i>
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## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Does the student

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

**Anecdotal Notes**

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

**Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Offer feedback, encouragement and praise as needed.

## SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Улюблені вірші. Популярні дитячі вірші українських поетів.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Трое поросят.* Київ: Махаон–Україна, 1998.
- *Ріпка.* Київ: Веселка, 1999.
- *Червона шапочка.* Київ: Махаон–Україна, 2000.
- *Лисичка та журавель.* Київ: Веселка, 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.*

**Metacognitive**

*Students will be able to*

**6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., reflect on learning tasks with the guidance of the teacher)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Learning Centre Log**

Students maintain a log of learning centres. Each day, they check off centres in which they participated. Centres can be labelled, using picture cues and print. Students also rate the centres from 1–5.

**Portfolios**

Students select pieces of their work that can be placed into a personal portfolio. They discuss their choice with the teacher. Scribe students' comments. These portfolios can be shared with parents every week at home.

**Metacognitive***Students will be able to***6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., reflect on learning tasks with the guidance of the teacher) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

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

 **Conferences**

Meet on an individual basis with students to assess their skills in using simple metacognitive strategies to enhance learning. Students are asked to review samples of their work in their personal portfolios. Samples of work can be used for parent conferences.

 **Anecdotal Notes**

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

**SAMPLE RESOURCES**

- Learning Logs

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

**Social/Affective**

*Students will be able to*

**6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., imitate or model interaction with others)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Sharing with Others**

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

**Group Work**

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

**Extension:** Students are matched with buddies from upper grades to help with language learning. They interact with their older buddies in a variety of ways throughout the year.

**Practise Teaching**

Students are invited to bring their favourite stuffed animals to school. Each student takes a turn being the teacher to his or her stuffed animal and teaching them Ukrainian phrases. Students can only speak in Ukrainian to their stuffed animals.

**Extension:** Students take turns being the teacher during routine activities.

**Social/Affective***Students will be able to*

- 6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., imitate or model interaction with others) *(continued)*

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

Does the student

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

**Anecdotal Notes**

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

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.

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

**Interactive**

*Students will be able to*

**6.5.1** use simple interactive strategies, with guidance (e.g., use words from their first language to get their meaning across, acknowledge being spoken to)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Matching Actions with Words**

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

**Extension:** Encourage students to interpret meaning in a video in Ukrainian without understanding all the words. Discuss the video after watching it.

**Group Singing**

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

- body – “Голова, плечі...”
- alphabet/grammar – “Маю кицю...”

**Classroom Cues**

Encourage students use words and visual cues visible in the immediate environment to communicate in Ukrainian.

**Communicating Non-Verbally**

Students play a game where they go to a learning centre without speaking. They play for five minutes at the centre and during that time use only gestures to communicate with others. Following the activity, lead students in a discussion about what gestures they found useful and effective in communicating with others. Encourage students to draw a picture or act out words they do not know during class time.

**Interactive***Students will be able to***6.5.1** use simple interactive strategies, with guidance (e.g., use words from their first language to get their meaning across, acknowledge being spoken to) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple interactive strategies, with guidance?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple interactive strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- acts out words he or she does not know
- uses gestures to help convey meaning
- acknowledges being spoken to, using verbal and/or non-verbal cues to the speaker
- uses words from his or her first language to get his or her meaning across

 **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use simple interactive strategies, with guidance. Offer feedback, encouragement, and praise as needed.

**SAMPLE RESOURCES**

- Ukrainian video
- Ukrainian action songs

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

**Interpretive**

*Students will be able to*

**6.5.2** use simple interpretive strategies, with guidance (e.g., use gestures, intonation, and visual supports to aid comprehension)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Expressing Understanding

Teach students simple strategies (e.g., gestures, common verbal expressions in Ukrainian, facial expressions, intonation, pointing to or drawing a desired object, mime) to indicate that they do not understand a given utterance.

### Prediction

Encourage students to make predictions about what they will hear or read based on titles, pictures, and so on.

### Objects, Illustrations and Gestures

When teaching new vocabulary/concepts, use concrete objects, illustrations and gestures as frequently as possible to support student learning. Encourage students to use objects, illustrations, and gestures when trying to convey meaning.

**Extension:** Students participate in concrete, authentic experiences as frequently as possible to reinforce vocabulary (e.g., cooking soup, making a fruit salad).

### Listening for a Key Word

Students listen to a simple story read by the teacher. They are asked to focus on a key word throughout the text. Read the text again, pausing before the key word so that students supply the word.

**Interpretive***Students will be able to***6.5.2** use simple interpretive strategies, with guidance (e.g., use gestures, intonation, and visual supports to aid comprehension) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple interpretative strategies, with guidance?

 **Observation Checklist**

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

 **Anecdotal Notes**

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

**SAMPLE RESOURCES**

- A classroom collection of Ukrainian stories and folk tales

*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 simple productive strategies, with guidance (e.g., mimic what the teacher says, use non-verbal means to communicate)

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Essential Phrases**

After teaching students essential phrases (e.g., I need, I want, can I), show them how to communicate their needs when the object or verb in Ukrainian is unknown (e.g., acting, pointing to a picture, showing the object, drawing). Key words and phrases include:

- Коли ...?
- Чому ...?
- Де ...?
- Чи можна ...?
- Я (не) хочу ...
- Мені (не) треба ...
- Час ...
- Чи я можу ...?
- Я люблю ...
- Я не люблю ...
- Мені подобається ...
- Мені не подобається ...
- Чи сьогодні ...?
- Мій ...
- Моя ...
- Моє ...
- Це (не) моє.
- Так/Ні.
- Час прибирати.

**A Positive Environment**

Create a “language rich” environment in the classroom by posting important words, expressions, etc. in a highly visible manner. Encourage students to refer to these words during their daily work.

**Extension:** Create and maintain a word wall that lists important vocabulary, cognates, and so on. Have students design cards or small posters reflecting the vocabulary or expressions of the theme being covered. Post these cards and posters around the classroom (e.g., language ladders, Азбука).

**Mimicking the Teacher**

Students learn rhymes, verses, and songs by mimicking the teacher.

**Productive***Students will be able to***6.5.3** use simple productive strategies, with guidance (e.g., mimic what the teacher says, use nonverbal means to communicate) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- use simple productive strategies, with guidance?

 **Observation Checklist**

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

 **Anecdotal Notes**

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

SAMPLE **RESOURCES**

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukrainian Teachers' Association of Canada, 1975.
- *Збірник для дітей*. Danylovyh, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- An assortment of pictures that illustrate daily routines
- Charts that illustrate colours, sizes, and shapes

*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., classify objects and ideas according to their attributes)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Beginning with the Letter ...**

Post the Ukrainian alphabet with a picture of an item beginning with each letter. Pick a letter of the day and, as a class, students draw or cut out pictures that begin with that letter.

**Extension:** Students classify objects by placing them in a letter box based on their initial letters.

**Memory Aids**

Have students memorize songs, chants, poems, nursery rhymes, or small skits to help them remember critical vocabulary (e.g., Barabolya CD, *Nova 1* dialogue *Tamo cnumь*).

**Encouraging Language Use**

Before students leave the classroom, ensure that they say something in Ukrainian to you. This is their ticket out of the classroom (e.g., до побачення, па па, до завтра).

**Five Senses Sort**

After the unit on the five senses is taught, students cut and paste objects into the proper column in their “Five Senses” booklets.

**Making Connections**

Model connections between words and concepts previously learned and new vocabulary and concepts. For example,

- |          |           |
|----------|-----------|
| – довга  | – велика  |
| – довгий | – великий |
| – довге  | – велике  |
| – довгі  | – великі  |

**Cognitive***Students will be able to*

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., classify objects and ideas according to their attributes) *(continued)*

## SAMPLE ASSESSMENT STRATEGIES

## Focus for Assessment

Does the student

- use simple cognitive strategies to enhance general learning?

 **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 **Conferences**

Discuss with students the cognitive strategies used during an activity and whether or not they were helpful. Discuss which strategies worked best for each student and suggest new strategies to try in the future.

## SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- “Five Senses” booklets
- Letter boxes

*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., reflect on learning tasks, such as role-playing, with the guidance of the teacher)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**This week at school I learned**\_\_\_\_\_.

Prepare a booklet *Цього тижня у школі я* \_\_\_\_\_, in which students can illustrate an event, behaviour or a learned concept. On the back of the page, students can illustrate a behaviour they wish to initiate or perform. The booklets are taken home every Friday, shared with parents, signed, and returned Monday.

Parents and the teacher are encouraged to make comments.

**Metacognitive***Students will be able to***6.6.2** use simple metacognitive strategies to enhance general learning (e.g., reflect on learning tasks, such as role-playing, with the guidance of the teacher) *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- use simple metacognitive strategies to enhance general learning?

 **Anecdotal Notes**

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

 **Self-Assessment Checklist and Goal Setting**

Students use simple self-assessment checklists for listening behaviours, reading behaviours, and writing behaviours, and set goals with the assistance of the teacher (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

 **Learning Logs**

Have students draw pictures of themselves learning (e.g., at a favourite learning centre). The pictures are used to begin a conference with students about learning. Determine whether students show evidence of metacognitive reflection.

**SAMPLE RESOURCES**

- Teacher-prepared booklets entitled “Цього тижня у школі.”

*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., watch others' actions and copy them)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Role-Play**

In a variety of role-play situations, have students practise strategies to enhance their learning. For example,

- how to ask for help
- how to ask for directions
- how to ask for needed items
- how to state one does not understand/agree/like something.

**Encouraging Others**

Have students practise phrases that encourage others. For example,

- Час до роботи.
- Твоя черга.

Students can copy these phrases to make inspiration posters for the classroom. Consider having students use computers to make these posters.

**Leader of the Day**

Appoint the leader of the game/activity/day. Students follow the leader's actions.

**Extension:** Students take turns being the teacher and giving routine commands or instructions.

**Social/Affective***Students will be able to***6.6.3** use simple social and affective strategies to enhance general learning (e.g., watch others' actions and copy them) *(continued)*SAMPLE **ASSESSMENT** STRATEGIES

## Focus for Assessment

Does the student

- use simple social and affective 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 social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

 **Self-Assessment Rating Scale**

Create a simple, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Understanding Self-Identity**

*Students will be able to*

**7.1.1** represent self and family

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Family Booklets**

Students make family booklets, using photographs, and share them with the class. They learn to name themselves and their family members.

**Extension:** Students create a family tree, colour it, and label it.

**Extension:** Students make pictures or collages of their families' favourite activities. Underneath the pictures, they complete the sentence *Моя родина ....*

**Valentine Booklets**

Students create Valentine booklets representing their families, using a template. For example,

- Я люблю маму.
- Я люблю тата.
- Я люблю сестру.
- Я люблю брата.

**My Name**

Review with students their name changes in Ukrainian (e.g., vocative case: Оксана - Оксано Христя-Христю! Ірина-Ірино! Марія - Маріє! Іван-Іване! Микола-Миколо! Ігор - Ігоре! Тарас - Тарасе, Гриць-Грицю!, Андрій - Андрію!)

**This Is Me!**

Students create representations of themselves. For example,

- draw/paint self-portraits
- create models of themselves, using modelling clay
- work with a partner to make outlines of their bodies, then colour them

**Understanding Self-identity***Students will be able to***7.1.1** represent self and family (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student  
– represent self and family?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to represent self and family. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Portfolios**

Students include representations of themselves and their families throughout the year in their portfolios.

 **Conferences**

Lead students in discussions about the representations made and discuss their understandings of themselves and their families.

**SAMPLE RESOURCES**

- Magazines and newspapers
- Modelling clay

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**Developing Positive Self-identity**

*Students will be able to*

**7.1.2** recognize own importance as a person

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Birthday Celebrations**

Students celebrate other students' birthdays and sing *Многая Літа*.

**Self-portraits**

Students make self-portraits. They choose their own characteristics and the teacher scribes for them or they use visual or print cues from the board. Students learn words for nice, helpful, polite, short, tall.



Я ...  
Я висока  
Я чемна  
Я гарна

**Collection Boxes**

Students create boxes entitled “Я особливий/особлива.” Inside they are asked to place items that represent themselves and explain why the items are special. Students make one contribution to a class box entitled “Ми особливі.”

**Mobiles**

Students create a mobile entitled “Все про мене,” using pictures from magazines.

**My Hobbies**

Students listen to the story *Хобі* from *Nova 3 Bridge Readers*, then share their own hobbies with the class.

**Developing Positive Self-identity***Students will be able to***7.1.2** recognize own importance as a person (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize own importance as a person?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize own importance as a person. 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 recognize own importance as a person. Offer feedback, encouragement, and praise as needed.

 **Conferences**

Meet with and ask students to describe themselves, using visual cue cards if necessary for prompts. Scribe the responses on the back of students' self portraits and use these descriptions for conferencing with parents.

**SAMPLE RESOURCES**

- *Нова 3: Читанка-сходинка. Один день з мого життя.* Білаш О., Бондарчук Р., Фодчук М. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Magazines and newspapers

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

### Valuing Ukrainian Language and Culture

*Students will be able to*

**7.1.3** participate in Ukrainian language and cultural activities in the classroom and school

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Class Visitors

Invite Ukrainian-speaking visitors to the class. For example,

- Ukrainian-Canadian authors/illustrators to read their books
- Ukrainian-Canadian musicians to demonstrate appreciation of Ukrainian instruments and music
- Ukrainian-Canadians in the fields of sports, literature, performing arts, visual arts

### Cooking

Have students participate in or watch how to cook Ukrainian dishes (e.g., *varenyky*, *paska*, *borscht*). Sample the dishes as part of a class celebration.

### Costumes

Have students dress up in Ukrainian costumes from the dress-up box.

### Involving Parents

Together, parents, students and teachers make Ukrainian hand puppets for the classroom. Students can also invite their parents for an evening of poetry and song.

### Other Ukrainian Language Students

The class participates in a Kindergarten exchange with another Ukrainian bilingual class or invites older students to make presentations to the class on completed projects.

### School Celebrations

The class participates in school-wide events (e.g., holiday celebrations, concerts, *obzhynky*, or school concerts celebrating cultural events). Consider inviting a small Ukrainian dance troupe to perform for the school.

**Valuing Ukrainian Language and Culture***Students will be able to*

- 7.1.3** participate in Ukrainian language and cultural activities in the classroom and school (*continued*)

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

Does the student

- participate in Ukrainian language and cultural activities in the classroom and school?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in Ukrainian language and cultural activities in the classroom and school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in Ukrainian language and cultural activities in the classroom and school (see sample blackline master in Appendix E: Observation Checklist).

**Conferences**

After or during a special activity, ask students what they enjoyed or did not enjoy. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- Ukrainian-Canadian authors and illustrators. For example,
  - Lesia Savedchuk
  - Olenka Bilash
  - Vera Trembak
  - Marsha Forchuk Skrypuch
- *Світанок. Ukrainian Songbook for Children.* Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Ukrainian costumes
- Other Ukrainian bilingual classes

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

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Specific Outcome

**Valuing Bilingualism/Multiculturalism**

*Students will be able to*

**7.1.4** participate in classroom and school cultural activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**School Multicultural Day**

Students participate in a multicultural day in the school. Encourage them to participate in as many different cultural experiences as possible. Discuss the different cultures represented as a class.

**Sharing Traditions**

Invite another Kindergarten class from a different language program to share in making traditional Ukrainian breads (e.g., *kolach* for Christmas or *paska* for Easter). In turn, students participate in cultural activities from the culture of the other language program.

**School Concert**

Students participate in a school-wide concert by preparing and performing a Ukrainian song, poem or dance.

**Dance Around the World**

During physical education classes, students learn a dance from another culture (e.g., Polka dance).

**Valuing Bilingualism/Multiculturalism***Students will be able to***7.1.4** participate in classroom and school cultural activities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– participate in classroom and school cultural activities?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in classroom and school cultural activities. 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 participate in classroom and school cultural activities (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- Other Kindergarten classes

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Historical Elements**

*Students will be able to*

**7.2.1** participate in activities and experiences that reflect traditional elements of the Ukrainian culture (e.g., krapanky, hayivky, carols)

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Easter Traditions**

During Easter rituals, students make *krashanky* and learn the game of *Stukannia*. They make mini baskets out of plastic fruit containers and place in each basket an egg, a piece of *kubasa* and a piece of *paska*. Students learn the greetings and participate in an Easter dance (*hayivky*).

**Christmas Traditions**

During Christmas rituals and traditions, students learn a song to St. Nicholas. They make decorations for a tree and learn carols and greetings. Students make booklets illustrating the 12 meatless dishes. They can also learn the first verse to *Бог Предвічний*.

**Dance**

View Ukrainian dance videos, then have students practise some basic Ukrainian dance steps.

**Folk Music**

Listen to a variety of traditional folk songs or liturgical music associated with religious/cultural holidays. Teach students to sing a simple song (e.g., *Вію вінець*).

**Performance or Celebration**

Have students assist in preparing a class or school-wide cultural activity related to the Ukrainian language and culture (e.g., invite in a singer or have a dance performance, have a traditional meal, have cultural celebrations such as св. Миколай, or Великдень).

**Historical Elements***Students will be able to*

- 7.2.1** participate in activities and experiences that reflect traditional elements of the Ukrainian culture (e.g., krapanky, hahilky, carols) *(continued)*

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

Does the student

- participate in activities and experiences that reflect elements of the Ukrainian culture?

 **Conferences**

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

 **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 elements of the Ukrainian culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Українська вишивка. Ukrainian Embroidery Designs.* Zelska, I. Toronto, ON: Harmony Publishing Ltd., 1978.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Світанок. Ukrainian Songbook for Children.* Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Пори року—дитячі пісні* (audiocassette). Studio Z Productions, 1993.
- *Eggs Beautiful: How to Make Ukrainian Easter Eggs.* Kmit, A., Luciow, L., Luciow, J. Minneapolis, MN: Ukrainian Gift Shop, 1979.
- *Meet the Pysanka. Color Them Pretty.* Kastl, H. L. St. Louis, MO: E & R Printing Co., 1987.
- *Pysanky on Paper. An Activity Book for Children.* Brander, J. Richmond, VA: Bluenose Press, 1997.
- *Ukrainian Folk Designs to Color.* Luciow, L., Kmit, A. Minneapolis, MN: Ukrainian Gift Shop.

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Contemporary Elements**

*Students will be able to*

**7.2.2** participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Children's Magazines**

Subscribe to contemporary Ukrainian children's magazines (e.g., *Барвінок*, *Готуйсь!*, *Крилаті*). Read the magazines to students and discuss the magazines as a class.

**Contemporary Music**

Students borrow audio recordings that include a variety of contemporary Ukrainian music from the school or classroom library.

**Community Events**

Inform parents and students of Ukrainian events taking place in the community. Include posters in the room whenever possible.

**Extension:** Maintain a bulletin board of posters, pictures and calendars from Ukraine.

**Guest Speakers**

Invite Ukrainian guest speakers to the school to talk to students and to perform or demonstrate (e.g., musicians, dancers, vocalists, writers, illustrators, costume designers, artists). Guest speakers can talk about their work and possibly conduct a workshop.

**Ukrainian Keyboard**

Students experiment with a Ukrainian keyboard and/or font.

**Class Exchange**

The class teams up with another Kindergarten class in Canada or Ukraine through Skype, exchanging pictures and drawings. Students can also exchange recordings of favourite songs, favourite stories, and pictures.

**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?

 **Conferences**

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

 **Rubric**

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

**SAMPLE RESOURCES**

- An assortment of contemporary Ukrainian music selections
- Classroom computers with Cyrillic fonts installed
- Ukrainian children's magazines
- Ukrainian guest speakers
- Other Ukrainian Kindergarten classes

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

**Diversity**

*Students will be able to*

**7.2.3** experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture

## SAMPLE TEACHING AND LEARNING ACTIVITIES

**Ukrainian Day**

Have students organize, participate in and attend school-wide cultural celebrations (e.g., Ukrainian Day, Celebrate Your Culture Day). Students share what they have learned about Ukrainian culture with the rest of the school in various cultural displays and demonstrations.

**Pysanky**

Review books, pictures or *pysanky* showing variety in techniques as well as regional variations.

**Ukrainian Costumes**

Students observe difference and variety in Ukrainian costumes by looking at picture books or viewing a video of a dance group.

**Music**

While students are involved in learning centres, play a variety of music from different regions for their enjoyment.

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

- 7.2.3** experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture (*continued*)

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

Does the student

- experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

**SAMPLE RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Український народний одяг. Ukrainian Folk Costume.* Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach, M. J. (ill.). Toronto, ON: University of Toronto Press, 1992.
- Audio recordings of Ukrainian music from different regions and different genres

*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** participate in events marking changes

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Changing Traditions**

Students discuss and compare how they celebrate special events and holidays. Discuss how some traditions change or are adapted.

#### **How I Have Changed**

Students bring in pictures of themselves as babies to show how they have changed over time—*Колись/Тепер*.

#### **Seasonal Changes**

Students choose a tree outside and photograph and/or draw the changes in the tree over the school year.

#### **Growing a Plant**

Students plant a bean and illustrate the growth of the plant, or suspend a potato over water and observe the changes.

**Change***Students will be able to***7.2.4** participate in events marking changes (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate in events marking changes?

 **Anecdotal Notes**

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

 **Learning Logs**

Have students illustrate representations marking change in their Learning Logs. Use these logs to prompt students into conversations on the activities and to talk about change and observations students made.

**SAMPLE RESOURCES**

- Camera and photographs

*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** contribute to and cooperate in group activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Group Dance**

Divide students into groups and have them participate in learning a traditional Easter Ukrainian *hayivka* (dance).

**Cooking in Groups**

Working in groups, students participate in kindercooking Ukrainian dishes. They assume responsibility for:

- bringing an ingredient
- taking turns
- helping each other
- creating a recipe in Ukrainian (e.g., borscht, *varenyky*)
- cleaning up together

**Class Party Planning**

Students work together to plan a class party. They decide who will bring food, who will clean up and who will plan games and entertainment.

**Creating Together**

Have students work together cooperatively in a variety of activities. For example,

- build a city, using particular construction items, trying to build the tallest structure they can
- build creatures, using a variety of materials
- create a mural based on a theme being studied in class

**Positive Group Membership***Students will be able to***7.3.1** contribute to and cooperate in group activities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- contribute to and cooperate in group activities?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to contribute to and cooperate in group activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Observation Checklist**

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

**SAMPLE RESOURCES**

- Ukrainian cookbooks and ingredients

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**Appreciating Diversity**

*Students will be able to*

**7.3.2** recognize differences between self and peers

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Class Charts**

Students create class charts and graphs that show their eye colour, hair colour, height and so on. After collecting the data, they discuss the physical differences found in the classroom.

**Extension:** Have students share their hobbies, chart the information and discuss the differences.

**Different Cultures**

Students attend presentations and activities by different cultures (e.g., French Carnival). Afterward, the class discusses differences between the culture represented and their own cultures.

**Personal Glyphs**

Students create glyphs displaying personal information (e.g., number of siblings, male or female, age, number of letters in first name). They later decode and guess to whom each glyph belongs.

**Extension:** Students look at the glyphs of other students and discuss how other students are different than themselves.

**Appreciating Diversity***Students will be able to***7.3.2** recognize differences between self and peers (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize differences between self and peers?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize differences between self and peers. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Engage students in conversations, using their work samples and focusing on differences between themselves and others.

**SAMPLE RESOURCES**

- Presentation or activity from a different culture

*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** recognize similarities between self and peers

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Class Graphs**

Students make classroom graphs of their likes and dislikes. After gathering the data, they discuss similarities. For example,

- Скільки учнів люблять ...?
- Скільки учнів не люблять ...?

**Alternative Activity:** Students create class charts and graphs that show their eye colour, hair colour, height and so on. After collecting the data, they discuss the physical similarities found in the classroom.

**Different Cultures**

Students attend presentations and activities by different cultures (e.g., French Carnival). Afterward, the class discusses similarities between the culture represented and their own cultures.

**Personal Glyphs**

Students create glyphs displaying personal information (e.g., number of siblings, male or female, age, number of letters in first name). They later decode and guess to whom each glyph belongs.

**Extension:** Students look at the glyphs of other students and discuss how other students are similar to themselves.

**Appreciating Similarity***Students will be able to***7.3.3** recognize similarities between self and peers (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- recognize similarities between self and peers?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to recognize similarities between self and peers. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Conferences**

Engage students in conversations, using their work samples and focusing on similarities between themselves and others.

**SAMPLE RESOURCES**

- Presentation or activity from a different culture

*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 in and contribute to classroom activities

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Classroom Duties**

Have students do assigned duties around the classroom on a weekly or daily basis.

**Decorating the Classroom**

Have students decorate the classroom together for special events.

**Sharing with Food**

Have students cook together (e.g., each student brings in fruit to make a fruit salad).

Alternatively, have students and their families take turns bringing in food items to celebrate a special occasion.

**Classroom Charity Drive**

Students bring in items for a school or classroom charity drive.

**Contributing to Community***Students will be able to***7.3.4** participate in and contribute to classroom activities (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– participate in and contribute to classroom activities?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in and contribute to classroom activities. 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 participate in and contribute to classroom activities (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- Classroom duty chart
- Ukrainian cookbooks

*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.*

**Responsible Citizenship**

*Students will be able to*

**7.4.1** demonstrate personal and social responsibility in the classroom

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Classroom Helper Vocabulary**

Students learn and practise words in Ukrainian for sharing and taking turns. They take turns being classroom helpers.

**Extension:** With teacher guidance, students create a T-chart on what responsible behaviour looks like and sounds like.

**School Volunteers**

Students volunteer to participate in a schoolyard clean-up. They are encouraged to volunteer (e.g., in a community project).

**Classroom Clean-up**

Put labels in Ukrainian around the classroom and explain to students where everything goes during clean-up (e.g., Ukrainian Kindergarten library books, lost and found).

**Classroom Rules**

Make a poster of classroom rules in Ukrainian and practise them with students.

**Extension:** Explain the rules for borrowing books from the class or school library.

**Rewarding Your Peers**

Encourage students to give stars to classmates when they observe responsible behaviour. Scribe the names and the deeds.

**Responsible Citizenship***Students will be able to***7.4.1** demonstrate personal and social responsibility in the classroom. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- demonstrate personal and social responsibility in the classroom?

 **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to demonstrate personal and social responsibility in the classroom (see sample blackline master in Appendix E: Observation Checklist).

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate personal and social responsibility in the classroom. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Learning Logs**

Students reflect on activities in which they demonstrated responsibility in the classroom. In their Learning Logs, students draw pictures of themselves assuming responsibility (e.g., schoolyard clean-up, classroom helper). They share their drawings with their partners, then with the teacher during a conference.

**SAMPLE RESOURCES**

- Classroom labels
- Poster of classroom rules
- Classroom duty chart

*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** participate and cooperate in tasks and activities with partners and in groups

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Science Projects**

Students work on simple science projects in small groups of three to four (e.g., planting a seed, making a mural of winter).

**Group Cooking**

Students participate in kinder-cooking in groups of three to four in which they prepare waffles or fruit salad.

**Buddy Reading**

Students participate in buddy reading with a buddy from an older grade level.

**Mirror Activities**

Students take turns being leaders in mirror activities in which they copy what their partners do.

**Cooperative Games**

Students participate in cooperative games and physical education activities (e.g., a bicycle activity in which two students touch feet with each other and move their feet together).

**Interdependence***Students will be able to***7.4.2** participate and cooperate in tasks and activities with partners and in groups  
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

- participate and cooperate in tasks and activities with partners and in groups?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate and cooperate in tasks and activities with partners and in groups. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 **Rating Scale**

Create a simple 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 participate and cooperate in tasks and activities with partners and in groups (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**SAMPLE RESOURCES**

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

General Outcome

7

*Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.4 Global  
Citizenship

KINDERGARTEN

K

Specific  
Outcome

**Intercultural Skills**

*Students will be able to*

**7.4.3** adapt to new situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

**Visiting Another Classroom**

Organize a visit to another language classroom, and participate in the activities that have been planned.

**Changing the Venue**

Move the class outside to a park or visit a cultural site (e.g., the Ukrainian Cultural Heritage Village or another historic site, a cultural bakery, or a food processing plant). Have students adapt to the new environment (e.g., modify volume or speech, adjust interactions with other students).

**New Groups**

Have students participate in a variety of groupings by changing their working groups regularly throughout the year.

**Learning Classroom and School Rules**

Students learn class routines and important locations within the school, and participate in the establishment of classroom rules and expectations.

**Intercultural Skills***Students will be able to***7.4.3** adapt to new situations (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– adapt to new situations?

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to adapt to new situations. 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 adapt to new situations (see sample blackline master in Appendix E: Observation Checklist).

**SAMPLE RESOURCES**

- OSEREDOK (Ukrainian Cultural and Educational Center), St. Andrew's College, St. Joseph's Ukrainian Catholic Church (Bishop Velychkovsky Shrine), Leo Mol Sculpture Garden, Ukrainian Museum at the Holy Trinity Ukrainian Orthodox Church.

*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** share or demonstrate personal strengths or achievements

**SAMPLE TEACHING AND LEARNING ACTIVITIES****Class Yearbook**

Students make a class yearbook showing special events and class achievements throughout the year. Scribe student responses in Ukrainian.

**Portfolios**

Students maintain portfolios of their work that can be shared at conferences with parents.

**I'm Good at ...**

Ask students to share personal achievements that occur outside the school during daily sharing time (e.g., dance recitals or instrumental recitals where they played a Ukrainian piece).

**Talent Show**

The class hosts an evening talent show for parents and others in which students showcase their individual talents and accomplishments (e.g., poetry, song, music, dance).

**Future Opportunities***Students will be able to***7.4.4** share or demonstrate personal strengths or achievements (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student

– share or demonstrate personal strengths or achievements?

 **Conferences**

Conference with students to discuss academic achievements and to learn about personal achievements. Discuss with students what they are proud of. Use samples from students' portfolios to generate discussion.

 **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to share or demonstrate personal strengths or achievements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**SAMPLE RESOURCES**

- A collection of photographs for the class yearbook
- Student portfolios