

General Outcome

1

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

**1.1** Discover and Explore

KINDERGARTEN

K

Specific Outcome

Express Ideas

*Students will be able to:*

**1.1.1** respond to a range of experiences.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Select an informational big book in Spanish that fits a particular theme; e.g., animals, seasons, insects. Have the students view and listen to an oral reading of the text, then illustrate one thing they learned. Ask the students simple questions about the text and scribe some key ideas.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- respond to a range of experiences?
- vary their reactions to experiences?
- clearly communicate their reactions to experiences?
- indicate reactions to experiences?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they view or listen to a new reading selection. Use the rating scale to assess how well students are able to respond to a range of experiences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

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

**1.1** Discover and Explore

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Specific Outcome

Consider Others' Ideas

*Students will be able to:*

**1.1.2** participate in a range of experiences, and represent these experiences.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Plan a walk through the community that includes some notable sights and buildings. Invite the students to participate in a group community walk, then illustrate a large mural titled *Mi Comunidad* (My Community). Ask them to label the mural's components by copying the words you provide.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in a variety of activities?
- contribute to classroom experiences?
- actively participate in representing experiences?
- represent a range of experiences?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they participate in the community walk. Students use the rating scale to assess if they are able to participate in a range of experiences, and represent these experiences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

General Outcome

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

**1.1** Discover and Explore

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Specific Outcome

Experiment with Language

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Ask the students to make their own pictiionary book as a class. Assign each student one or two letters, depending on how many students there are in the class. Have each student draw a picture of an object whose Spanish name starts with the assigned letter. Once the book is completed, have each student read his or her contribution to the class. Later, this book is read in student pairs. Perform similar activities throughout the year, using a variety of forms; e.g., sounds, different visuals or textures, as a springboard for sharing familiar events.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- use different forms to share feelings and experiences?
- share their ideas with other students?
- use forms to explore and share familiar events, ideas and information?

#### Rubric

Collaboratively create an outcome-based rubric with the students before they create a pictiionary book. Use the rubric to evaluate how well students are able to use a variety of forms to explore and share familiar events, ideas and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

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

**1.1** Discover and Explore

KINDERGARTEN

K

Specific Outcome

Express Preferences

*Students will be able to:*

**1.1.4** respond to an oral, print, visual or multimedia text.

### SAMPLE TEACHING AND LEARNING ACTIVITY

In the art centre, have the students choose from a variety of media, such as paints, crayons and coloured paper, to represent a favourite character from a movie they have watched, oral story they have listened to, a picture story they have read or a multimedia text they have read; e.g., after reading the book *¿Es elefante?* (Is That an Elephant?), a student makes a collage of the animals from the book and circles his or her favourite character.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- respond to an oral, print, visual or multimedia text?
- vary their responses to different texts?
- indicate comprehension of an oral, print, visual or multimedia text?

#### Anecdotal Notes

Observe students as they represent their favourite characters with different art media. Note the extent to which students are able to respond to an oral, print, visual or multimedia text, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

1

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

**1.1** Discover and Explore

KINDERGARTEN

K

Specific Outcome

Set Goals

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a variety of media to form the letter of the week; e.g., modelling clay, glitter glue, pasta, markers, paint or sand. Ask them to introduce the letter and its corresponding sound to the class; e.g., *La M dice mmm.* (M says mmm.) Ask students to point to objects in the classroom or provide examples of words that have that corresponding sound; e.g., *madre* (mother), *manzana* (apple).

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in teacher-led group activities; and demonstrate reading, writing and representing behaviours?
- make connections between words and everyday classroom objects?

#### Rating Scale

Create an outcome-based rating scale and share with the students before they represent a letter and present it to the class. Use the rating scale to assess if they are able to participate in teacher-led group activities, and demonstrate reading, writing and representing behaviours (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

1

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

**1.2** Clarify and Extend

KINDERGARTEN

K

Specific Outcome

Develop Understanding

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

After the students learn the vocabulary for vegetables, have them illustrate and label their favourite vegetable garden. Write the vegetable words on the board and include an accompanying picture. Invite the students to copy the words from the board. Alternate the theme of the garden by providing specific details; e.g., my favourite green vegetables, my brother's/sister's favourite vegetables.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- recognize connections between new vocabulary in Spanish and prior knowledge?
- make connections between vocabulary in Spanish and their opinion of the vocabulary?

#### Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to recognize connections between new experiences and prior knowledge (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

1

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

**1.2** Clarify and Extend

KINDERGARTEN

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Specific Outcome

**Explain Opinions**

*Students will be able to:*

**1.2.2** explore new experiences and ideas.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Select a variety of books for a home reading program. Discuss the program with students and encourage them to look at as many books as possible. Provide a Home Reading Log sheet and have the students put a check mark after each book that they have read or looked at. Discuss their reactions and responses to the new, unfamiliar books.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- explore new experiences and ideas?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they give their responses and reactions to a book they read. Students use the checklist to determine if they are able to explore new experiences and ideas (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

1

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

**1.2** Clarify and Extend

KINDERGARTEN

K

Specific Outcome

Combine Ideas

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Using pictures or flash cards, demonstrate how to put a series of items from a familiar concept into groups. Discuss how different students will group the items differently. Prepare a learning centre that deals with putting items into groups. Give a pair of students cards or pictures to group into categories.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- group items and information to make sense?
- provide explanations for the choices of groups?

#### Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to group ideas and information to make sense (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

1

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

**1.2** Clarify and Extend

KINDERGARTEN

K

Specific Outcome

Extend Understanding

*Students will be able to:*

**1.2.4** wonder about new ideas and observations.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Collect a set of cards that demonstrate the concept of cause and effect. Show two cards to students; e.g., a dog barking and someone not able to sleep. Discuss the connection with students to ensure comprehension. Then show a series of cause cards and have the students guess what the effects might be.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- wonder about new ideas and observations?
- make connections between cause and effect?

#### Rubric

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



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

**2.1** Use Strategies and Cues

Prior Knowledge

*Students will be able to:*

**2.1.1** make connections among oral language, texts and personal experiences.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Before going on a field trip, brainstorm with the students what they know about where they are going. Once back from the field trip, ask the students to describe the outing. As the students share experiences, write on chart paper key words of their accounts and new concepts learned. Ask the students to draw pictures in their learning logs about something they learned on the field trip.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- make connections among oral language, texts and personal experiences?
- make connections between what they saw on the field trip and what they previously knew?
- revise any knowledge they had previously based on what they learned on the field trip?

#### Checklist and Comments

Create an outcome-based checklist and share it with students before going on a field trip. Use the checklist to assess if 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).

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

## Comprehension Strategies

*Students will be able to:*

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

## SAMPLE TEACHING AND LEARNING ACTIVITY

As a group, have the students read aloud a simple pattern story; e.g.,

- *Una manzana es roja.* (An apple is red.)
- *Una rosa es roja.* (A rose is red.)
- *Una fresa es roja.* (A strawberry is red.)
- *Un tomate es rojo.* (A tomato is red.)

Students identify the words that make the pattern and the vocabulary that changes. Encourage the students to use picture cues to anticipate the meaning of the text.

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- recognize and anticipate meaning from familiar print, symbols and images?
- recognize familiar print and correctly say the words?

## Anecdotal Notes

Observe students as they read a familiar pattern story. Note the extent to which students are able to recognize and anticipate meaning from familiar print, symbols and images, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 and personally familiar words.

## SAMPLE TEACHING AND LEARNING ACTIVITY

Create Spanish labels for objects in the classroom; e.g., *tijeras* (scissors), *basura* (garbage can), *libros* (books), *lápices* (pens). Also create name labels for each student's coat hook or cubby hole. Label important items in the classroom. After a period of time involving vocabulary practice, remove the labels, mix them up, then distribute them to the students. Ask the students to place the labels back on the classroom items.

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- recognize personally familiar words?
- recognize their names on the coat racks or cubby holes?
- recognize symbols for things like “stairwell” or “first aid kit?”

## Observation Checklist

Create an outcome-based checklist and share it with students before they match the labels to classroom items. Use the checklist to assess if students are able to recognize environmental print, symbols and images in context and recognize own name and personally familiar words (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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.

### Cueing Systems

**Syntactic Cues:** refer to word order and rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

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

**Graphophonic Cues:** refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Select a song, poem or rhyme that is familiar to students and write out the text onto a flip chart. Highlight a word or phrase that students are to say aloud. Read the story, poem or rhyme and point to the words to track as the story is read. Follow along and read the highlighted word or phrase aloud when it comes up in the sentence.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- recognize that print is organized from top to bottom?
- recognize that print is organized from left to right?
- recognize that letters represent sounds?
- match sounds to print?

#### Observation Checklist

Create an outcome-based checklist and share it with students before they say aloud words from a posted text. Use the checklist to assess if 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).

*Students will listen, speak, read, write, view and represent in Spanish 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.

★ Picture books  
Fairy tales  
Rhymes  
Stories  
Photographs

Illustrations  
Video programs  
Action songs  
Games

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Select a familiar song, poem or rhyme from a Spanish-speaking country and write the text on chart paper. For example, the following Mexican nursery rhyme:

*Uno, dos, tres, cho*

*Uno, dos tres, co*

*Uno, dos tres, la*

*Uno dos, tres, te*

*Chocolate, chocolate, bate, bate, el chocolate.*

Have the students follow along as you track the print. Invite students to also take turns.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- participate in the shared listening experience?
- participate in the shared reading experience?
- participate in shared experiences using a variety of forms and genres?
- participate in shared experiences using texts from a variety of cultural traditions?

**Observation Checklist**

Create an outcome-based checklist and share it with students before they participate in the shared reading activity. Use the checklist to assess if students are able to participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Have groups of students develop puppet shows based on a simple familiar story and present them to the class. Afterward, discuss the story and encourage them to tell personal anecdotes from their own experiences that are related to the action and characters.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- share personal experiences related to texts?
- represent the actions of people in texts?

### Anecdotal Notes

Observe students as they represent the action of the story using puppets. 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, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Locate or draw on paper a variety of faces depicting a variety of emotions. These faces can be stuck to ice cream sticks. Distribute the cut-out faces to students. Then, choose a familiar story in Spanish. Review the emotions the faces are portraying. After the review, read the story to students. Have the students lift the faces that represent the emotions they feel.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- share feelings evoked by oral or print texts?
- have the vocabulary to communicate what they are feeling?
- distinguish between similar emotions; e.g., mad and frustrated?

### Anecdotal Notes

Observe students as they indicate their emotional responses by showing the different faces as they listen to the story. Note the extent to which students are able to share feelings evoked by oral, print, visual and multimedia texts, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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

### 2.3 Understand Forms and Techniques

#### Specific Outcome

#### Forms and Genres

*Students will be able to:*

**2.3.1** distinguish between what is realistic and imaginary in oral, print and multimedia forms and texts.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Teach the students about realistic animal behaviours such as sounds they make, ways they move, things they eat. Discuss these behaviours with the students and help compare real animals with storybook animal characters; e.g.,

<i>Conejos verdaderos</i> (real rabbits)	<i>Conejos en libros de cuentos</i> (rabbits from storybooks)
<i>tienen pelaje</i> (have fur) <i>son negros, blancos, marrones</i> (are black, white, brown) <i>no hablan</i> (don't speak) <i>comen plantas</i> (eat plants)	<i>tienen ropa</i> (have clothing)  <i>hablan</i> (speak) <i>comen muchas cosas</i> (eat many things)

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- distinguish between what is real and imaginary in oral, print and multimedia texts?
- relate details of the differences between what is real and what is imaginary?

#### Observation Checklist

Create an outcome-based checklist and share it with students before they describe real animal behaviours and those encountered in books. Use the checklist to assess if students are able to distinguish between what is realistic and imaginary in oral, print and multimedia forms and texts (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Select a familiar story in Spanish. Before reading it to students, discuss the important elements of a story, such as characters, setting, problem and solution. Read the story. After the story, identify with students elements of the story and note them down on chart paper using simple words or illustrations. Return to the chart throughout the year as stories are read to students and discuss interesting elements.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- understand the elements of a story?
- identify elements, such as characters, setting, problem?

#### Observation Checklist

Create an outcome-based checklist and share it with students before they identify elements of the story. Use the checklist to assess if students are able to develop a sense of story through listening, reading and viewing experiences (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Prepare learning centres with literacy manipulatives; e.g., magnetic letters, cards, letter stencils, paint, brushes, modelling clay and letter tiles. Highlight labelled words in the classroom and encourage students to spell out those words in Spanish. Students can also practise spelling their names and the names of classmates.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- show curiosity about letters and words?
- experiment with letters and words?
- use a variety of media to experiment with letters and words?

### Observation Checklist

Create an outcome-based checklist and share it with students before they create words at the learning centres. Use the checklist to assess if 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).

*Students will listen, speak, read, write, view and represent in Spanish 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, intonations and rhythms of language.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Select a familiar children's song, poem or rhyme in Spanish and decide on a rhythm for it. Write out the text on chart paper and mark rhythm beats appropriately. Have the students learn the song and clap their hands to the rhythm. For example, the song could be about farm animals:

*Los pollitos dicen* (The little children say)

*Pío, pío, pío* (Pio, pio, pio)

*Cuando tienen hambre* (When they are hungry)

*Cuando tienen frío* (When they are cold)

*La gallina busca* (The hen looks for)

*El maíz y el trigo* (Corn and wheat)

*Les da la comida* (Gives them the food)

*Y les presta abrigo.* (And keeps them warm.)

Encourage the students to change words, sounds or rhythms.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- appreciate the sounds and rhythms of language?
- experiment with the sounds and rhythm of Spanish?
- recognize the rhythm of the words of the song?

**Anecdotal Notes**

Observe students as they clap along to the rhythm of the words of the song. Note the extent to which students are able to appreciate the sounds, intonations and rhythms of language, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 visual texts.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Provide students with drawing paper, crayons and markers. Have students create cards for a special occasion; e.g., a Mother's Day card. Have students write *Feliz día de la madre* (Happy Mother's Day) and sign their names. They may also illustrate an activity they enjoy doing with their mothers. Scribe any other vocabulary students might need.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- create original texts such as greeting cards?
- add elements of personal importance to their original text?
- make an effort to have their original text different in form from their classmates' text?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create Mother's Day cards. Students use the checklist to determine if they are able to create original oral and visual texts (see sample blackline master in Appendix E: Self-assessment Checklist).

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

Use Personal Knowledge

*Students will be able to:*

**3.1.1** demonstrate personal knowledge of a topic.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Introduce brainstorming strategies to students by providing a sample theme; e.g., winter activities. Ask students to provide information on the topic based on their experiences. Write down key vocabulary words related to the topic on chart paper and incorporate visual aids to help the students participate in the activity.



### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- demonstrate personal knowledge of a topic?
- volunteer information on the topic?
- participate in the brainstorming activity enthusiastically or reluctantly?

#### Checklist and Comments

Create an outcome-based checklist and share it with students before they brainstorm information on a topic. Use the checklist to assess if students are able to demonstrate personal knowledge of a topic (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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

**Ask Questions**

*Students will be able to:*

**3.1.2** ask commonly used questions to satisfy personal curiosity and information needs in the classroom context.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Locate or create posters displaying daily routine classroom questions for students. Each question should be accompanied with a graphic to help comprehension. Model and encourage students to use these questions; e.g.:

*¿Cómo se dice \_\_\_\_\_ en español?* (How do you say \_\_\_\_\_ in Spanish?)

*¿Qué significa \_\_\_\_\_?* (What does \_\_\_\_\_ mean?)

*¿Cómo se escribe \_\_\_\_\_?* (How do you write \_\_\_\_\_?)

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- ask questions to satisfy information needs?
- ask questions in Spanish to satisfy personal curiosity?
- distinguish among information needs questions?

**Checklist and Comments**

Create an outcome-based checklist and share it with students before they ask daily routine questions. Use the checklist to assess if students are able to ask commonly used questions to satisfy personal curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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

## Participate in Group Inquiry

*Students will be able to:*

**3.1.3** ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context.

## SAMPLE TEACHING AND LEARNING ACTIVITY

Select a storybook to read to students and prepare some basic questions for students based on the pictures or illustrations. Before reading the story, walk through the illustrations and encourage students to ask questions, such as *¿Dónde está(n)?* (Where is he/she? Where are they?), *¿Quién es?/Quiénes son?* (Who is he/she?/Who are they?) Prompt students with your questions if necessary. As you read the story as a class, have the class answer their questions.

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- ask questions to help satisfy group curiosity?
- answer questions to help satisfy group curiosity?
- respond to prompts and clues from the teacher?

## Observation Checklist

Create an outcome-based checklist and share it with students before they ask and answer questions about the illustrations. Use the checklist to assess if students are able to ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Invite the students to participate in a game of *Simón dice* (Simon Says) using simple classroom directions. Model each action and initially use illustrations to support the students' understanding. Illustrations are then removed to encourage students to listen closely to the simple commands. Encourage students to think of classroom directions for the next game of *Simón dice*.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- listen to and follow simple directions using auditory and visual cues?
- listen to and follow simple directions without visual cues?
- offer simple directions that have not already been given?

### Anecdotal Notes

Observe students as they play *Simón dice*. Note the extent to which students are able to listen to and follow simple directions in the classroom context, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Compile a list of activities that some students in your class may not yet be able to do; e.g., ride a bicycle, tie shoelaces, make a peanut butter and jelly sandwich. Include illustrations to aid comprehension. Divide the students into small groups. Students work together to conduct a simple inquiry and identify classmates who are able to perform the activities on the list. For example:

*¿Puedes pasear en bicicleta? (Can you ride a bike?)*

*¿Puedes atarte los cordones de los zapatos? (Can you tie your shoelaces?)*

bicicleta (image of bike)	cordones (image of shoe)
Chloë Alexa Isabelle Cora	Markus Christopher Thomas Mandy Willow

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- identify self as a source of information?
- identify others as sources of information?
- work with others to collect information?

## Anecdotal Notes

Observe students as they conduct a simple inquiry. Note the extent to which students are able to identify self and others as sources of information, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY**

Compile a list of activities that students in your class may not yet be able to do. Divide the class into small groups and instruct each group to select an activity from the list. Work with the students to form questions and conduct a simple inquiry as to how one performs that activity. Students first identify a classmate who knows how to perform the activity, then ask questions to seek information about the topic of focus.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- seek information from other students in the class?
- seek information from the teacher?
- work with others to collect information?

**Anecdotal Notes**

Observe students as they ask questions to seek information on the topic. Note the extent to which students are able to seek information from others in the classroom context, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Review questions to ask at the next Show and Tell, such as *¿Qué color es?* (What colour is it?) During a Show and Tell practice, show an object and invite the students to ask questions about it. If you respond with irrelevant information, the students give a thumbs down, but if you answer the question correctly, the students give a thumbs up.

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- recognize when a response answers the question asked?
- indicate when information is relevant?

## Anecdotal Notes

Observe students as they indicate whether or not a question has been answered. Note the extent to which students are able to recognize when information answers the questions asked, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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

**3.2** Select and Process

**Access Information**

*Students will be able to:*

**3.2.4** use visual and auditory cues to understand ideas and information.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Locate a children's audio storybook in Spanish. With the class, discuss or review important story elements such as characters, setting, problem and solution. Provide students with drawing paper and crayons or markers. Have students listen to and view the story. As they listen, students identify one element and illustrate it. Once the story is finished, students can share their illustrations with classmates and explain their choices.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- use visual and auditory cues to understand ideas and information?
- explain how auditory and visual cues assist comprehension?
- use photographs to understand ideas and information?

#### Anecdotal Notes

Observe students as they discuss the elements of the story. Note the extent to which students are able to use visual and auditory cues to understand ideas and information, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Post illustrations of a variety of animals on the board. Lead a class brainstorming session on what they know about specific animals. Topics could include what animals eat, where they usually live or the sounds they make. Divide the class into small groups and ask the students to sort the animals using one attribute; e.g., animals that live on a farm, animals that live in the ocean.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- use prior knowledge to make sense of information?
- use prior knowledge to organize information into recognizable categories?

### Rating Scale

Create an outcome-based rating scale and share it with the students before they sort the animals based on their prior knowledge. Use the rating scale to assess how well students are able to use prior knowledge to make sense of information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Collect or prepare a package of pictures that depict a variety of summer and winter activities. Provide each student with a range of pictures and have them sort the pictures by the season to which they belong. Circulate through the classroom and ask students to explain why they sorted the pictures the way they did.

<i>Verano</i> (Summer)	<i>Invierno</i> (Winter)

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- categorize visuals according to similarities and differences?
- explain their reasons for categorizing the visuals the way they did?

#### Checklist and Comments

Create an outcome-based checklist and share it with students before they categorize the pictures. Use the checklist to assess if 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).

General Outcome

3

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

**3.3** Organize,  
Record and  
Assess

KINDERGARTEN

K

Specific  
Outcome

Record Information

*Students will be able to:*

**3.3.2** represent and share information and ideas.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Select an appropriate Spanish-language story or poem and read it aloud to students. Review the story or poem with the students and have them illustrate their favourite part. Students may add detail to their favourite part, or they may imagine what might happen to the characters after the story. Divide the students into groups and have them share their illustrations. Encourage them to explain why it was their favourite part.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- represent and share information and ideas?

#### Anecdotal Notes

Observe students as they illustrate and share their favourite parts of a poem or story. Note the extent to which students are able to represent and share information and ideas, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Lead a discussion with students on a specific topic; e.g., losing teeth. Ask each student how many teeth he or she has lost. After collecting the information, complete a graph on chart paper on a whiteboard. Then lead a brief discussion on who has lost the most teeth, who has lost the least. Ask the students to illustrate how many teeth they have lost; e.g.:

*Yo perdí \_\_\_\_\_ dientes. (I lost \_\_\_\_\_ teeth.)*



## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- orally share and present information gathered on a specific topic?
- in written form share and present information gathered on a specific topic?

### Anecdotal Notes

Observe students as they discuss and illustrate information based on a graph. Note the extent to which students are able to share information gathered on a specific topic, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Ask students to prepare a *Todo sobre mi compañero(a) de clase* (All about My Classmate) poster. Students will choose a classmate and ask questions to gather information about details such as age, favourite colour, favourite food and an activity he or she likes to do. Some sample statements students could use are:

- *Él/Ella tiene* \_\_\_\_\_ *años*. (He/she is \_\_\_\_\_ years old.)
- *Su color favorito es* \_\_\_\_\_. (His/her favourite colour is \_\_\_\_\_.)
- *Su comida favorita es* \_\_\_\_\_. (His/her favourite food is \_\_\_\_\_.)
- *Le gusta* \_\_\_\_\_. (He/she likes \_\_\_\_\_.)

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in information-gathering experiences?
- ask appropriate questions to gather information?
- offer appropriate answers when asked to share information?

#### Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in information-gathering experiences (see sample blackline master in Appendix E: Peer-assessment Checklist).



General Outcome

4

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

**4.1** Generate and Focus

KINDERGARTEN

**K**

Specific Outcome

Generate Ideas

*Students will be able to:*

**4.1.1** share or represent ideas from personal experiences.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Inform students that there will be a class discussion on what students did during their Christmas/winter break and ask them to bring an object or drawing that represents this experience to share with their classmates. On the day of the discussion, provide guidance as the students talk about what they did. Use simple starters and illustrations if necessary.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- share and represent ideas from personal experiences?
- use teacher guidance to share personal experiences?

#### Anecdotal Notes

Observe students as they talk about their Christmas/winter break and present their personal experiences to their classmates. Note the extent to which students are able to share or represent ideas from personal experiences, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

4

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

**4.1** Generate and Focus

KINDERGARTEN

**K**

Specific Outcome

Choose Text Forms

*Students will be able to:*

**4.1.2** participate in shared oral, print, visual and multimedia experiences.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Select a Spanish-language children's song or poem and write out the text on chart paper. Add illustrations where applicable to aid comprehension. Have the students chorally read the poem or song. The poem or song ideally will be accompanied by rhythmic movements that help students understand the text.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in shared oral and print experiences?
- use rhythmic movements when chorally reading a poem or song?
- use illustration to understand the text of a poem or song?

#### Anecdotal Notes

Observe students as they recite and sing and follow the movements to the song or poem. Note the extent to which students are able to participate in shared oral, print, visual and multimedia experiences, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

4

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

**4.1** Generate and Focus

KINDERGARTEN

K

Specific Outcome

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 ACTIVITY

Provide students with small exercise books. These books will be used as learning logs. Ask the students to maintain a log with new vocabulary that they have learned from class reading presentations or viewings. Have them accompany the words with their own illustrations or magazine pictures. Devote a small amount of time so students can regularly refer to and review their logs.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- recognize that ideas expressed in oral language can be recorded?
- represent ideas in oral language in their learning logs?
- represent ideas in words and illustrations?

#### Observation Checklist

Create an outcome-based checklist and share it with students before they enter new illustrated vocabulary in their learning logs. Use the checklist to assess if 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).

General Outcome

4

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

**4.2** Enhance and Improve

KINDERGARTEN

**K**

Specific Outcome

**Appreciate 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 ACTIVITY

Inform students that you will be displaying students' work in the classroom. Ask the students to select a piece of their work to display. Students should be prepared to describe their work. Invite other classes to the Kindergarten classroom for a viewing. Have the students orally describe their creative work to small groups.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- share own creations?
- participate in the sharing of the creations of others?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they share a display of their own work with an audience. Students use the checklist to determine if they are able to participate in the sharing of own creations and those of others (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

4

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Review with the students the expression *No entiendo* (I do not understand). Have the students repeat and practise saying it. Write this phrase on a sentence strip and display it in the classroom for student reference.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- express lack of understanding?
- use correct expressions in Spanish to express lack of understanding?
- add gestures to indicate lack of understanding?

#### Anecdotal Notes

Observe students as they use the expression *No entiendo*. Note the extent to which students are able to express lack of understanding, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

4

*Students will listen, speak, read, write, view and represent in Spanish 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 recognize letter keys on the keyboard.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a variety of art tools, such as paint, oil pastels, crayons and modelling clay, to write, paint or construct their names. Provide students with opportunities to practise typing their names on a computer keyboard as well.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- form recognizable letters?
- use the keyboard to explore letters?

#### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they construct their names. Students use the checklist to determine if they are able to trace and copy letters, and recognize letter keys on the keyboard (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

4

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

Provide students with material to make a card for a special occasion; e.g., Mother's Day or Father's Day. Have the students prepare cards and copy *Feliz día de la madre* (Happy Mother's Day) or *Feliz día del padre* (Happy Father's Day). Students should also use descriptive words, e.g., *alto* (tall), *bajo* (short), *grande* (big), *pequeño* (small), in their cards along with illustrations. Scribe a sentence that students can read.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- use familiar words to describe ideas?

#### Anecdotal Notes

Observe students as they prepare greeting cards. Note the extent to which students are able to use familiar words to describe ideas, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

4

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

**4.2** Enhance and Improve

KINDERGARTEN

**K**

Specific Outcome

Enhance Presentations

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with students on the range of feelings people can feel. Ask students for examples of the faces they make when they feel a certain way.

Then provide students with material to make booklets. Have the students create mini-booklets on feelings. Ask each student to draw a picture of a face that represents a feeling. The feelings are written at the bottom of their drawings; e.g., *feliz* (happy), *triste* (sad). Have them read their booklets during buddy reading or to students in another class.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- include a range of feelings?
- use visuals to express feelings?
- share their booklets with other students?

#### Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use visuals to express ideas, feelings and information (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

4

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

**4.3** Attend to Conventions

KINDERGARTEN

**K**

Specific Outcome

Grammar and Usage

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Display various pictures for the students. Ask the students to say complete sentences orally about what they see in the pictures. After each example, review the sentence as a class for completeness.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- check for complete sentences with guidance?
- provide complete sentences when prompted?
- recognize the difference between complete and incomplete sentences?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they create sentences based on what they see in the pictures. Use the checklist to assess if students are able to check for complete sentences, with guidance (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

4

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

**4.3** Attend to Conventions



Specific Outcome

Spelling  
*Students will be able to:*  
**4.3.2** connect sounds with letters.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Write a list of names on the board. Ask the students to recognize and say names that start with the same sound as their own. Review the names that sound the same and the letters of the names. Are there similarities?

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- connect sounds with letters?
- identify the letter(s) that produce a certain sound?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they identify names that start with the same letter. Use the checklist to assess if students are able to connect sounds with letters (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

4

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

**4.3** Attend to Conventions



Specific Outcome

**Capitalization and Punctuation**

*Students will be able to:*

**4.3.3** recognize some basic writing conventions.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Create a folder with loose upper-case and lower-case letters matching the names of each student. Have the students put the letters in order to spell their own names. They also must choose an upper-case letter for the beginning of their names and leave the rest of the name in lower-case letters. Once finished, discuss upper-case and lower-case letters as a class.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- recognize uppercase letters and when they are used?
- understand when to use uppercase and lowercase letters?

**Checklist and Comments**

Create an outcome-based checklist and share it with the students before they use upper-case and lower-case letters to create their names. Use the checklist to assess if students are able to recognize some basic writing conventions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

General Outcome

4

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

4.4 Present and Share

KINDERGARTEN

K

Specific Outcome

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 ACTIVITY

In advance of a class discussion on a particular topic, e.g., *mis vacaciones* (my vacation), invite the students to bring in pictures, brochures and books. Have them share the materials with others in small groups. If necessary, provide an example using an object from your home.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- use illustrations and other materials to share information and ideas?
- include illustrations and other materials in their commentary?

#### Rubric

Before the students bring materials to share information and ideas on topics of interest, collaboratively create an outcome-based rubric with them. Use the rubric to evaluate how well students are able to use illustrations and other materials to share information and ideas (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

4

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

**4.4** Present and Share



Specific Outcome

Effective Oral and Visual Communication

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Provide students with a variety of art materials; e.g., crayons, paint, markers, clay, modelling clay, fabric. Then display a photograph or a picture from a text or of a theme. Have students use fabric, modelling clay and other media to form their own pictures based on a text or theme. Encourage the students to be creative and not simply copy the example.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- express and represent ideas through various media and forms?
- express and represent their own ideas through various media and forms?

#### Anecdotal Notes

Observe the students as they create pictures based on a text or theme. Note the extent to which students are able to express and represent ideas through various media and forms, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

4

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

4.4 Present and Share

KINDERGARTEN

K

Specific Outcome

Attentive Listening and Viewing

*Students will be able to:*

**4.4.3** demonstrate active listening and viewing behaviours.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Before having students watch a film or listen to a guest speaker, teach the students the “Give Me 5” listening and viewing guidelines; i.e.,

1. Eyes on the speaker.
2. Mouth is quiet.
3. Ears listening.
4. Hands together.
5. Feet together.

With students’ help, create a poster illustrating the “Give Me 5” guidelines and display it in the classroom.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- demonstrate active viewing behaviours?
- demonstrate active listening behaviours?

#### Observation Checklist

Create an outcome-based checklist and share it with the students after reviewing the “Give Me 5” guidelines. Use the checklist to assess if students are able to demonstrate active listening and viewing behaviours (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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 stories about self and family.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Provide students with the necessary materials for drawing cartoons or comic strips. Ask the students to create wordless comic strips about a recent experience with their families; e.g., a party, a trip, a birth, a big purchase.

#### Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- draw pictures or make representations of self?
- draw pictures or make representations of their families?

#### Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they create comic strips. Students use the rating scale to assess how well they are able to represent and draw stories about self and family (see sample blackline master in Appendix E: Self-assessment Rating Scale).

General Outcome

5

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

**5.1** Develop and Celebrate Community

KINDERGARTEN

K

Specific Outcome

Relate Texts to Culture

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Read a variety of stories about Spanish celebrations. Have the students then discuss, with guidance, celebrations in which they have participated. Ask the students which celebrations they would like to learn more about or participate in.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- listen actively to stories?
- demonstrate curiosity about stories?

#### Rubric

Collaboratively create an outcome-based rubric with the students before reading and discussing a variety of stories. Use the rubric to evaluate how well students are able to listen actively to stories, and demonstrate curiosity (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

5

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

**5.1** Develop and Celebrate Community

KINDERGARTEN

K

Specific Outcome

Appreciate Diversity through Texts

*Students will be able to:*

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

### SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to a story, then connect it to their personal experiences. Ask them to draw pictures depicting how the story made them feel and present their pictures to the class. Encourage students to ask questions of their classmates about the pictures.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

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

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they listen and respond to a story. Use the checklist to assess if students are able to connect aspects of stories to personal feelings and experiences (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

5

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

**5.1** Develop and Celebrate Community

KINDERGARTEN

K

Specific Outcome

**Celebrate Special Occasions**

*Students will be able to:*

**5.1.4** contribute to group stories, using rhymes, rhythms, symbols, pictures and drama, to create and celebrate special individual, class and community occasions.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to celebrate their 100<sup>th</sup> day in school by having a *Día de las empanadas latinoamericanas* (Day of Latin American Impanadas). Explain how empanadas are made using visual cues presented in sequence, focusing on the names of the ingredients. A song or poem is created utilizing the vocabulary. Ask students to recite the song or poem, adding their own ideas; e.g.,

I

*Tengo la carne.* (I have the meat.)

*Tengo cebollas.* (I have the onions.)

*Tengo pasas.* (I have the raisins.)

*¡Si Señor!* (Yes, Sir!)

II

*Tengo huevos.* (I have eggs.)

*Tengo especias.* (I have spices.)

*Hago empanadas.* (I make empanadas.)

*¡De lo mejor!* (The best kind!)

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- contribute to group stories using rhymes to create and celebrate class occasions?

#### Rubric

Before the students help to create poems or songs, collaboratively create an outcome-based rubric with them. Use the rubric to evaluate how well students are able to contribute to group stories, using rhymes, rhythms, symbols, pictures and drama, to create and celebrate special individual, class and community occasions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

5

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

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

KINDERGARTEN

K

Specific Outcome

Cooperate with Others

*Students will be able to:*

**5.2.1** participate in group activities.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to participate in a variety of learning centres, e.g., dress-up centre, sand/rice/water table, building centre, kitchen centre, with other students. Encourage students to cooperate with one another in their activities.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- eagerly participate in group activities?
- require encouragement to participate in group activities?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they participate in the learning centres. Use the checklist to assess if students are able to participate in group activities (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

5

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

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

KINDERGARTEN

K

Specific  
Outcome

Work in Groups

*Students will be able to:*

**5.2.2** demonstrate attentiveness in group activities.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Tell a story to the class, e.g., a story about farm animals, and ask the students to interact as they listen. For example, give each student a picture of a farm animal and, as you introduce the name of each farm animal in the story, the students must imitate the sound that the animal makes.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- demonstrate attentiveness in group activities?
- respond to requests to pay attention in group activities?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they listen to a story. Use the checklist to assess if students are able to demonstrate attentiveness in group activities (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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 in a school context.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Explain that greetings in Spanish change throughout the day depending on the time of day, for example, *Buenos dias!* (Good morning!), *Buenas tardes!* (Good afternoon/evening!), *Hasta mañana.* (Until tomorrow.). Ask the students to practise the greetings. Write the greetings on chart paper with visual cues beside them.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- recognize variations in language use in a school context?
- appropriately use variations in language use in a school context?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they practise greetings used at various times of the day. Use the checklist to assess if students are able to recognize variations in language use in a school context (see sample blackline master in Appendix E: Observation Checklist).

*Students will listen, speak, read, write, view and represent in Spanish 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 ACTIVITY

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

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

Through these activities, students learn that it is important to help one another maintain a clean and happy classroom.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- help others and ask others for help?

### Observation Checklist

Create an outcome-based checklist and share it with the students before students engage in daily routine clean-up. Use the checklist to assess if students are able to help others and ask others for help (see sample blackline master in Appendix E: Observation Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 Spanish sounds and connect some sounds to specific letters.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Show the students pictures and have them identify the objects. As you say each word, have the students identify the beginning sound by pointing to the corresponding letter in the alphabet that is displayed in the classroom.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- listen for basic Spanish sounds?
- identify basic Spanish sounds?
- connect some sounds to specific letters?

**Checklist and Comments**

Create an outcome-based checklist and share it with the students before they identify the first letters of given words. Use the checklist to assess if students are able to listen to, identify and begin to produce basic Spanish sounds and connect some sounds to specific letters (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 the immediate environment.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Include the calendar as part of the daily routine. After you have demonstrated how the calendar works, have the students take turns counting the days in Spanish, reading the month and singing the days of the week. Ask questions regarding important or special days and when they occur in the year.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- repeat basic vocabulary?
- recognize basic vocabulary?

**Rubric**

Before the students participate in the daily routine using the calendar, collaboratively create an outcome-based rubric with them. Use the rubric to evaluate how well students are able to repeat and recognize basic vocabulary and expressions used in the immediate environment (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 Linguistic Elements

- use, in modelled situations,<sup>1</sup> the following grammatical elements:
  - verbs (all persons):
    - *ser/estar*
    - *tener/llamarse*
    - *poder/querer/ir*
    - *hacer*
    - other commonly used verbs (e.g., *comer, hablar, mirar*)
    - *me/te/le gusta/gustan*
  - subject pronouns (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person): *yo/tú/él/ella/usted*
  - possessive adjectives (1<sup>st</sup> person singular and plural): *mi, mis*

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Using two items familiar to the students, show one and say the singular word corresponding to the item. Next, show two of the same item and say the plural Spanish word. Ask the students to repeat after you. Later, have the students practise the same activity in pairs with familiar items of their choice.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- use, in modelled situations, the given grammatical elements?

#### Anecdotal Notes

Observe the students as they practise using the plural of nouns. Note the extent to which students are able to use, in modelled situations, the [given] grammatical elements, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 simple, basic mechanical features, such as capitalization in own name and texts.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Give the students sets of upper-case and lower-case letters necessary for spelling their names. Ask the students to use the letters to construct their names, only using letters as necessary. Challenge students to spell their own first, middle and surnames, or the names of classmates.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- use capital letters correctly in their names?

#### Checklist and Comments

Create an outcome-based checklist and share it with the students before they construct their names. Use the checklist to assess if students are able to imitate simple, basic mechanical features, such as capitalization in own name and texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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

Discourse Features

*Students will be able to:*

**6.1.5** imitate simple, basic discourse features in oral interactions in the classroom.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Role-play a scene with a puppet in which you ask the puppet for something (up to five different items with which students are familiar). For example:

The teacher says, *Dame la tiza, por favor.* (Give me the chalk, please.)

The puppet answers, *Aquí está.* (Here it is.)

The teacher says, *Gracias.* (Thank you.)

The puppet answers, *De nada.* (You are welcome.)

Have the students practise the dialogue in pairs.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- imitate simple, basic discourse features in oral interactions?

#### Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to imitate simple, basic discourse features in oral interactions in the classroom (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 classroom environment.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Always greet and say goodbye to the students in Spanish and have the students answer you in Spanish. Encourage the students to greet one another in the morning and after lunch.

**SAMPLE ASSESSMENT STRATEGY**
**Focus for Assessment**

Do the students:

- listen and respond to basic phrases in the classroom environment?
- use basic phrases in the classroom environment?

**Anecdotal Notes**

Observe the students as they respond to greetings or goodbyes. Note the extent to which students are able to listen and respond to basic phrases in the classroom environment, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 produce simple oral phrases in the classroom environment.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Select simple patterned stories that contain repetitive phrases. Highlight the key phrases as you read them and ask the students to repeat the phrases. Discuss the meaning of the phrases with students and ask when and where they might be able to use the phrases. Encourage the students to use the key phrases on their own when appropriate.

**SAMPLE ASSESSMENT STRATEGY**
**Focus for Assessment**

Do the students:

- repeat oral phrases in the classroom setting?
- produce oral phrases in the classroom setting?
- demonstrate understanding of oral phrases in the classroom environment?

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they repeat phrases from a story. Use the rating scale to assess how well students are able to repeat and produce simple oral phrases in the classroom environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 letters and their corresponding sounds.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Give the students an illustrated list of things that begin with a specific letter. As the students name each object, ask if they hear the specific letter sound. Ask them to circle the objects that have that sound. On a lined space beside each object, have them write the corresponding letter.

**SAMPLE ASSESSMENT STRATEGY**
**Focus for Assessment**

Do the students:

- recognize some letters and their corresponding sounds?
- produce letters of the Spanish alphabet?

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they identify objects starting with a specific letter. Use the rating scale to assess how well students are able to recognize letters and their corresponding sounds (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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

**Writing**

*Students will be able to:*

**6.2.4** write letters.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Create a writing centre where students use different media and materials to write. For example, the area should contain gel pens, chalk, pencil crayons and markers. Provide the students with text that they can copy. Vary the text according to students' abilities; i.e., offer a choice of letters, words, names, etc.

**SAMPLE ASSESSMENT STRATEGY**
**Focus for Assessment**

Do the students:

- copy letters?

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they copy letters at the writing centre. Use the rating scale to assess how well students are able to write letters (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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/or representations in the classroom context.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

After viewing a presentation, have the students respond in a creative manner. For example, provide paints, brushes and paper and have students paint their favourite part of the presentation. Students could write out scribed sentences and draw in their learning logs about what they learned.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- view and respond to familiar events and/or representations?

**Conferences**

Assess how well students were able to view and respond to familiar events and/or representations in the classroom context. Offer feedback to the students and set goals for future learning.

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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/or create simple representations of familiar ideas, events and information.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

After returning from a field trip, have the students draw pictures depicting events from the excursion. The events need not be their favourite. Scribe words or phrases that the students find necessary. Encourage the students to share their drawings with classmates and explain their significance.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- imitate simple representations?
- create their own simple representations?
- use a variety of forms to represent familiar ideas, events and information?

**Rubric**

Before the students draw pictures of events from the field trip, collaboratively create an outcome-based rubric with them. Use the rubric to evaluate how well students are able to imitate and/or create simple representations of familiar ideas, events and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 ACTIVITY

Talk about different places in the school where different voice volumes are used. Display a picture of the school library, the school playground and the classroom. When you show each picture, have the students match their voice volumes to the place that is shown.

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- speak at a volume appropriate to the situation?

**Anecdotal Notes**

Observe the students as they indicate the volume level appropriate to various locations. Note the extent to which students are able to speak at a volume appropriate to classroom situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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** use some age-appropriate idiomatic expressions.

## SAMPLE TEACHING AND LEARNING ACTIVITY

Instruct the students how to encourage each other in several ways; e.g., *¡Fantástico!* (Fantastic!), *¡Maravilloso!* (Wonderful!), *¡Muy bien!* (Very good!)

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- imitate idiomatic expressions?
- use idiomatic expressions in appropriate situations?

### Anecdotal Notes

Observe the students as they encourage each other using the reviewed expressions. Note the extent to which students are able to use some age-appropriate idiomatic expressions, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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

**Variations in Language**

*Students will be able to:*

**6.3.3** experience a variety of voices; e.g., male and female, young and old.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Have the students watch a television show or movie with a variety of characters. Also have the students listen to books on tape at a listening centre.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- experience a variety of voices?
- distinguish between male and female voices?
- distinguish between young and old voices?

**Observation Checklist**

Create an outcome-based checklist and share it with the students before they listen to a variety of character voices. Use the checklist to assess if students are able to experience a variety of voices; e.g., male and female, young and old (see sample blackline master in Appendix E: Observation Checklist).

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

**Social Conventions**

*Students will be able to:*

**6.3.4** use simple, routine social conventions.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Establish a role-playing centre with a variety of scenarios; e.g., ordering at a restaurant, purchasing a bottle of juice at a store, visiting the dentist, visiting the grandparents, attending a friend's birthday, calling a friend on the phone. Encourage the students to practise simple, routine social conventions in each of these scenarios.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- properly use simple, routine social conventions?
- respond appropriately to simple, routine social conventions?

**Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple, routine social conventions (see sample blackline master in Appendix E: Peer-assessment Checklist).

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

**Nonverbal Communication**

*Students will be able to:*

**6.3.5** use some common nonverbal behaviours.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Tell a story and have the students act it out silently; e.g., when the character of the story doesn't know something, students shrug their shoulders; when the character is agreeing to something, students nod their heads up and down.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- use some common nonverbal behaviours?
- respond appropriately to nonverbal behaviour?

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they respond to the story using nonverbal behaviours. Use the rating scale to assess how well students are able to use some common nonverbal behaviours (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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, imitate sounds and intonation patterns.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Play a Spanish-language song or read a Spanish-language poem to students. Go through the text and ensure comprehension. Then invite the students to create and perform actions that express the meaning of the song or poem. Encourage students to perform the actions for one another and explain them.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- perform actions while listening to a song or poem as a cognitive strategy?

**Observation Checklist**

Create an outcome-based checklist and share it with the students before they perform actions to a song or poem. Use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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., rehearse or role-play language.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Select a song, poem or short story that deals with a particular topic; e.g., fruits and vegetables. Lead a brief brainstorm activity with students and compile a list of vocabulary that relates to the topic. Instruct students to listen for any words from the list in the song, poem or short story. Read the text and note the words from the list that students identify.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- listen for key words?
- let others know that a key word has been found?

**Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they listen for key words. Students use the checklist to determine if they are able to use simple metacognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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., initiate or maintain interaction with others.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Select a short story or poem that contains a repeated pattern of text. Read the story to students and check for comprehension. Divide the class into two groups. Reread the story and have each group repeat a particular line from the pattern of text. Groups can switch lines and repeat longer portions of the pattern.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- participate in shared reading experiences as a social/affective strategy?
- work with classmates when chorally reading a short story?

**Anecdotal Notes**

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

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 own first language to get meaning across, acknowledge being spoken to.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Discuss with students the many ways to indicate lack of understanding. Inform students that there are verbal means, e.g., saying *Perdón, no comprendo, ¿cómo?* (Sorry, I don't understand. What was that?), and nonverbal means; e.g., shrugging shoulders. Encourage students to ask for clarification or repetition when they do not understand by saying *Repita, por favor.* (Repeat that, please.) or *Otra vez, por favor.* (One more time, please.) Practise the phrases with students and check for pronunciation issues.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- indicate lack of understanding verbally or nonverbally?
- ask for clarification or repetition when they do not understand?

#### Anecdotal Notes

Observe the students as they use nonverbal communication of Spanish phrases to indicate lack of understanding whenever possible. Note the extent to which students are able to use simple interactive strategies with guidance, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 ACTIVITY

Ask the students to look at the book cover illustrations before reading a story and use them to predict what the story is about. Encourage the students to draw on their prior knowledge and previous experiences to make their predictions.

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- make predictions about what they expect to read based on prior knowledge and personal experiences?

## Observation Checklist

Create an outcome-based checklist and share it with students before they make predictions about a story. Use the checklist to assess if students are able to use simple interpretive strategies with guidance (see sample blackline master in Appendix E: Observation Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 nonverbal means to communicate.

## SAMPLE TEACHING AND LEARNING ACTIVITY

Teach the students how to say “May I go to the bathroom?” (*¿Puedo ir al baño?*) and “May I get a drink of water?” (*¿Puedo tomar/beber agua?*) in Spanish. Encourage the students to use these phrases when appropriate. If the student says it in English, repeat the expression in Spanish and have the student mimic what you say. Post the expressions in the classroom along with corresponding illustrations for future reference.

## SAMPLE ASSESSMENT STRATEGY

## Focus for Assessment

Do the students:

- mimic what the teacher says?

**Observation Checklist**

Create an outcome-based checklist and share it with the students before they learn essential expressions for asking for something. Use the checklist to assess if students are able to use simple productive strategies with guidance (see sample blackline master in Appendix E: Observation Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 ACTIVITY**

While participating in the theme “*Mi jardín*” (My Garden), lead the class through a *SQA* (KWL) chart inquiry activity as a class.

S – *Lo Que Sé* (K – What I Know)

Q – *Lo Que Quiero Saber* (W – What I Want to Know)

A – *Lo Que Aprendí* (L – What I Learned).

Encourage students to add as many details as possible to the *Lo Que Sé* section; e.g., colours of flowers, sizes.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- connect what is already known with what is being learned?

**Observation Checklist**

Create an outcome-based checklist and share it with the students before using a KWL chart to guide their inquiry. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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., manage the physical environment in which they have to work.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Guide the students in using simple self-assessment sheets for listening, reading and writing tasks and set goals with assistance.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- reflect on learning tasks with guidance?

**Anecdotal Notes**

Observe the students as they use self-assessment checklists to assess their tasks. Note the extent to which students are able to use simple metacognitive strategies to enhance general learning, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will acquire Spanish to understand and appreciate languages, and use Spanish 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 ACTIVITY**

Appoint a student leader (*el jefe*) for a particular game, activity or for the day. Inform the leader of his or her responsibilities and that he or she will set an example for the other students. Have the rest of the class observe the student leader throughout the activity/day and follow his or her behaviour.

**SAMPLE ASSESSMENT STRATEGY**

**Focus for Assessment**

Do the students:

- watch others' actions and copy them?

**Anecdotal Notes**

Observe the students as they copy the actions of the leader. Note the extent to which students are able to use simple social and affective strategies to enhance general learning, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).



*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

### Understanding Self-identity

*Students will be able to:*

**7.1.1** represent self and family.

## SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students make family booklets (*Mi familia*). On each page, have them illustrate a picture to match a sentence; e.g., *Él es mi papá.* (This is my father.), *Ella es mi mamá.* (This is my mother.)

### Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- make representations of self and family?

### Observation Checklist

Create an outcome-based checklist and share it with the students before they create family booklets. Use the checklist to assess if students are able to represent self and family (see sample blackline master in Appendix E: Observation Checklist).

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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 ACTIVITY

Give each student a turn being “Star of the Week.” During this time, have them create posters, with help from home, and share with the class three unique things about themselves.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- recognize their own importance as individuals?
- share with classmates example of their importance as individuals?

### Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before designating Stars of the Week. Students use the checklist to determine if they are able to recognize their own importance as a person (see sample blackline master in Appendix E: Self-assessment Checklist).

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### Valuing Spanish and the Cultures of the Spanish-speaking World

*Students will be able to:*

- 7.1.3** participate in cultural activities of the Spanish-speaking world in the classroom and school.

## SAMPLE TEACHING AND LEARNING ACTIVITY

Introduce songs and dances from various Spanish-speaking countries to students. Briefly inform students of the history of the dances and demonstrate the dance steps. Have the students practise the steps and encourage them to practise at home.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- participate in the songs and dances?

### Rating Scale

Create an outcome-based rating scale and share it with the students before they participate in songs and dances from Spanish-speaking countries. Use the rating scale to assess how well students are able to participate in cultural activities of the Spanish-speaking world in the classroom and school (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

### Valuing Multilingualism/Multiculturalism

*Students will be able to:*

**7.1.4** participate in cultural activities in the classroom and school.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students present a Spanish song and dance during school concerts, assemblies or multicultural day celebrations. Have the students watch cultural presentations from other classes.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in cultural activities in the school?

#### Observation Checklist

Create an outcome-based checklist and share it with students before they present a cultural song and dance to the school. Use the checklist to assess if students are able to participate in cultural activities in the classroom and school (see sample blackline master in Appendix E: Observation Checklist).

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

**7.2** Cultures of the Spanish-speaking World

### Historical Elements

*Students will be able to:*

**7.2.1** participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world.

## SAMPLE TEACHING AND LEARNING ACTIVITY

Bring in or have a guest speaker bring in instruments used in the past to play folkloric Andean music; e.g., *zampoña*, *charango*. Provide the students with an opportunity to play the instruments.

## SAMPLE ASSESSMENT STRATEGY

### Focus for Assessment

Do the students:

- participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world?

### Anecdotal Notes

Observe the students as they play the traditional instruments. Note the extent to which students are able to participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

7

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

**7.2** Cultures of the Spanish-speaking World

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K

Specific Outcome

Contemporary Elements

*Students will be able to:*

**7.2.2** participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Play a popular contemporary Spanish song and encourage the students to dance and sing along.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they sing and dance to a contemporary Spanish song. Use the rating scale to assess how well students are able to participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

7

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

**7.2** Cultures of the Spanish-speaking World

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**K**

Specific Outcome

Diversity

*Students will be able to:*

**7.2.3** experience linguistic/cultural elements of diverse origins from within cultures of the Spanish-speaking world.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Play a popular, contemporary Spanish-language song for students. Discuss key lyrics with students and ask for their opinions of the song. Play the song again and encourage the students to dance and sing along. Provide students with toy instruments and have them play along to the music.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in experiences that demonstrate the diversity of language and culture in the Spanish-speaking world?

#### Anecdotal Notes

Observe the students as they listen to various contemporary songs from Spanish-speaking cultures. Note the extent to which students are able to experience linguistic/cultural elements of diverse origins from within cultures of the Spanish-speaking world, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

**7.2** Cultures of the Spanish-speaking World

**Change**

*Students will be able to:*

**7.2.4** participate in events marking changes.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with students on what their expectations are for Grade 1. Compile a list of questions students have about Grade 1. Have the students visit a Grade 1 classroom and meet the teacher. Have the students ask their questions. After returning, review the questions and the answers provided and revisit the students' initial expectations.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in events marking changes?
- prepare for events marking changes by asking questions in advance?

#### Anecdotal Notes

Observe the students as they visit a Grade 1 class. Note the extent to which students are able to participate in events marking changes, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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**Positive Group Membership**

*Students will be able to:*

**7.3.1** participate in group activities.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Have the students play together in learning centres and cooperate with one another to complete a task. Observe the students' behaviour and ask them if they feel they are cooperating. As a class, discuss the kind of behaviour that is productive for group activities and behaviour that is unproductive.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- participate in group activities?

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they play together in the learning centres. Use the rating scale to assess how well students are able to participate in group activities (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

**Appreciating Diversity**

*Students will be able to:*

**7.3.2** recognize differences between self and peers.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Have the students make paper portraits of themselves and present them to the class. Once all portraits are displayed, discuss the differences between them as a class.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- recognize differences between self and peers?

**Observation Checklist**

Create an outcome-based checklist and share it with students before they present and discuss paper portraits of themselves. Use the checklist to assess if students are able to recognize differences between self and peers (see sample blackline master in Appendix E: Observation Checklist).

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

**Appreciating Similarity**

*Students will be able to:*

**7.3.3** recognize similarities between self and peers.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Have the students participate in a teacher-led class discussion of *¿Qué nos gusta?* (What do we like?)

Show pictures of a variety of activities and have the students raise their hands if they like the activity. Discuss the results as a class, emphasizing the similarities in interests among members of the class.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- recognize similarities between self and peers?

**Observation Checklist**

Create an outcome-based checklist and share it with students before they discuss what activities they like. Use the checklist to assess if students are able to recognize similarities between self and peers (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

7

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

**7.3** Building  
Community

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Specific  
Outcome

**Contributing to Community**

*Students will be able to:*

**7.3.4** participate in and contribute to classroom activities.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Provide students with materials needed for gardening; e.g., tools, bulbs, flowers, soil, water. Have the students plant bulbs and flowers in pots for the classroom and school. Have the students care for the plants throughout the year.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in and contribute to classroom activities?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they care for class plants. Use the checklist to assess if students are able to participate in and contribute to classroom activities (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

7

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

7.4 Global  
Citizenship

KINDERGARTEN

K

Specific  
Outcome

Responsible Citizenship

*Students will be able to:*

**7.4.1** demonstrate personal and social responsibility in the classroom.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Create and display a classroom job pocket chart. Fill each pocket with a different classroom job. Ask the students to participate in classroom jobs. Have the students rotate doing different jobs each week.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- demonstrate personal and social responsibility in the classroom?

#### Rating Scale

Create an outcome-based rating scale and share it with the students before they are assigned their daily classroom jobs. Use the rating scale to assess how well students are able to demonstrate personal and social responsibility in the classroom (see sample blackline master in Appendix E: Rating Scale1, 2 or 3).

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

Interdependence

*Students will be able to:*

**7.4.2** participate in tasks and activities with partners and in groups.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into small groups and provide each group with an activity; e.g., a puzzle, a matching activity, a sorting activity. Vary the activities so that some are more challenging than others. Encourage students to participate cooperatively in their groups.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- participate in group activities?
- cooperate in tasks and activities with others?

#### Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in tasks and activities with partners and in groups (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

7

*Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.*

7.4 Global  
Citizenship

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K

Specific  
Outcome

Intercultural Skills

*Students will be able to:*

**7.4.3** adapt to new situations, and follow rules in the classroom and school.

### SAMPLE TEACHING AND LEARNING ACTIVITY

Ask the students to participate in activities that may not be routine; e.g., special assembly, field trips, community clean-up. Discuss the activities with students and why they are beneficial. As well, review the rules for student behaviour that are to be followed while participating in these activities.

### SAMPLE ASSESSMENT STRATEGY

#### Focus for Assessment

Do the students:

- adapt to new situations?

#### Observation Checklist

Create an outcome-based checklist and share it with the students before they participate in nonroutine activities. Use the checklist to assess if students are able to adapt to new situations, and follow rules in the classroom and school (see sample blackline master in Appendix E: Observation Checklist).

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**Future Opportunities**

*Students will be able to:*

**7.4.4** share or demonstrate personal strengths or achievements.

**SAMPLE TEACHING AND LEARNING ACTIVITY**

Ask the students to make portfolios of favourite classroom work. The portfolios are taken home during school breaks and shared with family. Invite the students to tell the class how their portfolios were shared and what others said about them.

**Caution**

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- share or demonstrate personal strengths or achievements?

**Anecdotal Notes**

Observe the students as they prepare a portfolio of their favourite classroom work. Note the extent to which students are able to share or demonstrate personal strengths or achievements, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).