

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

GRADE

3

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 describe and represent personal observations, experiences and feelings.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students watch a video related to any content area taught. Collaboratively compile a list of sentence starters with the students and have them write in their learning logs about their favourite parts of the video or things they learned from it. Invite them to share their entries with classmates.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- describe and represent personal observations and feelings?

Rating Scale

Create an outcome-based rating scale with the students before they watch a video and write in their learning logs. Use the rating scale to assess how well students are able to describe and represent personal observations, experiences and feelings (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 consider ideas and observations of others to discover and explore personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a simple topic for the students to think about; e.g., why some children sleep with teddy bears and some do not. Allow the students a few minutes to think and then divide them into groups of four or five. Have the students share their thoughts with one another and ask questions if needed. Then lead a brief class discussion on what students were able to learn from their classmates.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- consider ideas and observations of others to discover and explore personal understanding?

Checklist and Comments

Create an outcome-based checklist and share it with students before they discuss a simple topic in groups. Use the checklist to assess if students are able to consider ideas and observations of others to discover and explore personal understanding (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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 experiment with language to express feelings and talk about significant experiences and events.

SAMPLE TEACHING AND LEARNING ACTIVITY

Share a personal timeline of memorable milestones in your life and invite the students to create personal timelines that depict memorable milestones in their own lives. These milestones may be accompanied by sketches showing how the students felt. Provide sentence starters to help the students begin and encourage them to be creative with their Spanish.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rubric

Collaboratively create an outcome-based rubric with the students before they create personal timelines. Use the rubric to evaluate how well students are able to experiment with language to express feelings and talk about significant experiences and events (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.

1.1 Discover and Explore

GRADE

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Specific Outcome

Express Preferences

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students write simple book reports on favourite books using sentence starters; e.g., *Mi parte favorito de este libro es _____*. (My favourite part of this book is _____.), *El personaje principal es _____*. (The main character is _____.), *Me gustó cuando _____*. (I liked it when _____.) Have them share these book reports with their classmates.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they write a simple book report on a favourite book. Students use the checklist to determine if they are able to explain why an oral, print, visual or multimedia text is a personal favourite (see sample blackline master in Appendix E: Self-assessment Checklist).

General Outcome

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1.1 Discover and Explore

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Specific Outcome

Set Goals

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students write and illustrate a variety of texts that have been modelled for them on a regular basis. Examples of texts include poems, stories, retellings of fairy tales, journal entries, invitations and greeting cards. Encourage the students to develop a sense of what it entails to be a writer and an illustrator.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Anecdotal Notes

Observe students as they create a variety of texts. Note the extent to which students are able to develop a sense of self as a reader, writer and illustrator, 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.

1.2 Clarify and Extend

GRADE

3

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 examine how new experiences, ideas and information connect with prior knowledge and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with a short text written at a challenging level. As a class, have the students examine and discuss the text and try to understand as much as possible. Then, divide the students into small groups and have them work together to understand more of the text. Bring the groups back together and elicit from students the strategies, vocabulary and grammar they have learned in previous years that helped them understand the text.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- examine how new experiences, ideas and information connect with prior knowledge and experiences?

Rubric

Collaboratively create an outcome-based rubric with the students before they examine and analyze a text. Use the rubric to evaluate how well students are able to examine how new experiences, ideas and information connect with prior knowledge and experiences (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

GRADE

3

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 explain understanding of new concepts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Select a newly introduced concept from any subject, e.g., a new concept from mathematics, and ask the students to help you understand it. Encourage the students to explain the concept clearly enough so that others can understand it.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explain understanding of new concepts?

Rating Scale

Create an outcome-based rating scale and share it with the students before they explain a newly learned concept. Use the rating scale to assess how well students are able to explain understanding of new concepts (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

GRADE

3

Specific Outcome

Combine Ideas

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with a list of vocabulary related to a general theme; e.g., food. Have the students work in pairs and brainstorm at least three ways to arrange the words into subcategories; e.g., masculine/feminine, kinds of food, colour, time of day eaten.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rubric

Collaboratively create an outcome-based rubric with the students before they arrange the vocabulary words into categories. Use the rubric to evaluate how well students are able to arrange ideas and information in more than one way to make sense for self and others (see sample blackline master in Appendix E: 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

GRADE

3

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 reflect on ideas and experiences to clarify and extend understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Select a topic that students learned earlier in the school year, in previous grades or in a preschool learning environment. Lead a brief discussion on what the students remember about the topic. Divide the class into small groups and have students consider what was learned and how the passage of time has changed their understanding of the topic. For example, students could reflect on how one should behave in a restaurant or how to spell unfamiliar words.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- reflect on ideas and experiences to clarify and extend understanding?

Rubric

Collaboratively create an outcome-based rubric with the students before they reflect on topics learned in previous years and how their understanding has changed over time. Use the rubric to evaluate how well students are able to reflect on ideas and experiences to clarify and extend understanding (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

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.

2.1 Use Strategies and Cues

GRADE

3

Specific Outcome

Prior Knowledge

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Near the beginning of a theme or unit studied in class, read a text on the topic and invite the students to create title pages for the unit using symbols, words and phrases. Encourage the students to display the connection between the text, their prior knowledge and personal experiences.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rubric

Collaboratively create an outcome-based rubric with the students before they create title pages for a new topic or theme. Use the rubric to evaluate how well students are able to make connections among texts, prior knowledge and personal experiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

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.

2.1 Use Strategies and Cues

GRADE

3

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and reread to check meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Display the cover of a book, explain the title of the story and set a general focus for listening; e.g., the names of all characters mentioned. Before reading the story to students, give them a few minutes to work in pairs and guess what the story will be about, what the characters will be like and where it will take place. After reading the story, lead a brief class discussion and check how well they listened. Have the students also compare their predictions with what actually happened.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- set a purpose for listening?
- make and confirm predictions?

Anecdotal Notes

Observe students as they make predictions about a story and actively listen for information. Note the extent to which students are able to set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and reread to check meaning, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

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.

2.1 Use Strategies and Cues

GRADE

3

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Prepare and distribute to students a short paragraph made up of mixed up sentences. The words within sentences should also be mixed up. Have the students work in pairs to place the words in proper order and then reorganize the sentences into a new paragraph. Have the students explain the reasons why they ordered the words and sentences as they did. Compile students' responses on the board and use the list as a segue into a discussion of textual cues.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use textual cues to order words in sentences and sentences in paragraphs?

Rubric

Collaboratively create an outcome-based rubric with the students before they order the words and sentences. Use the rubric to evaluate how well students are able to use textual cues to construct and confirm meaning (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.

Cueing Systems

Students will be able to:

2.1.4 use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm word meaning in context.

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

Divide the students into pairs or small groups and provide them with a list of 10 new vocabulary words presented within sentences. The sentences should contain ample contextual detail. Have the students cooperate to determine a definition for the new words based on context. Lead a brief discussion with students on why they defined the words the way they did.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use cueing systems to construct and confirm word meaning in context?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they determine the meaning of new words. Students use the checklist to determine if their peers are able to use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm word meaning in context (see sample blackline master in Appendix E: Peer-assessment 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 listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to study a selection of Spanish greeting cards for a variety of occasions; e.g., birthday, thank you, Easter, Christmas, sympathy. Ask the students to identify some common expressions in Spanish and use them to create greeting cards for classmates or family members.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- participate in reading experiences?
- use texts from a variety of genres and cultural traditions?

Rating Scale

Create an outcome-based rating scale and share it with the students before they read Spanish greeting cards. Use the rating scale to assess how well students are able to participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

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.

2.2 Respond to Texts

GRADE

3

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Locate and read the story *Cinco de Mayo* (The Fifth of May). Invite the students to contribute ideas from the story to complete a compare–contrast organizer in which they compare and contrast Canada Day celebrations with those of *Cinco de Mayo* in Mexico.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- describe similarities between experiences and traditions encountered in daily life and those portrayed in print texts?

Rubric

Collaboratively create an outcome-based rubric with the students before they compare and contrast cultural celebrations. Use the rubric to evaluate how well students are able to describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts (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.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students examine a variety of concrete poems.* Then invite the students to create their own concrete poems using words and phrases familiar to them. Before reading sample poems aloud, invite students to listen for descriptive words and phrases that are used to create mood in the text. Record these words and phrases on a class chart and post them for future reference.

★ A concrete poem is a poem that forms a picture of the topic or follows the contour of a shape that is suggested by the topic.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify words that form mental images and create mood in oral and print texts?

Rubric

Collaboratively create an outcome-based rubric with the students before they identify descriptive words used in poems. Use the rubric to evaluate how well students are able to identify words that form mental images and create mood in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

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.

2.3 Understand Forms and Techniques

GRADE

3

Specific Outcome

Forms and Genres

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to and read several Spanish folk tales. Invite the students to identify features of folk tales as a whole-class activity by completing a chart. Revisit this activity throughout the year and vary the form and text. Review completed charts at the end of the year and have students analyze them for similarities and differences.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize the distinguishing features of folk tales?

Observation Checklist

Create an outcome-based checklist and share it with the students before they listen to and read several Spanish folk tales. Use the checklist to assess if students are able to recognize the distinguishing features of a variety of 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.

Techniques and Elements

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have students use a W5 + H chart in Spanish to help identify the key elements of a text; e.g.,

- the characters: *¿Quién?* (Who?)
- the setting: *¿Dónde?* (Where?) and *¿Cuándo?* (When?)
- the problem: *¿Qué?* (What?), *¿Por qué?* (Why?)
- solution: *¿Cómo?* (How?) the problem was solved.

As a class, students help fill out this chart.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify the five Ws and one H from a text?

Checklist and Comments

Create an outcome-based checklist and share it with students before they identify the key elements of a text. Use the checklist to assess if students are able to identify the sequence of events in oral, print, visual and multimedia texts, the time and place in which they occur, and the roles of main characters (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.

2.3 Understand Forms and Techniques

Specific Outcome

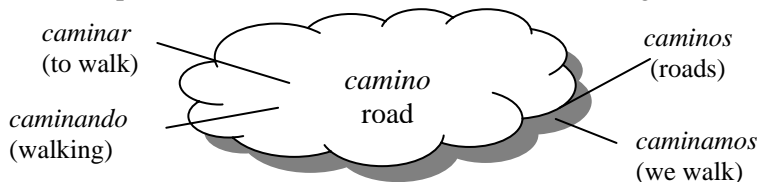
Vocabulary

Students will be able to:

2.3.3 use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Explosión de palabras (Word Explosion) is a strategy for increasing vocabulary and teaching structural analysis to identify root words, prefixes and suffixes. Some students benefit from the use of manipulatives, such as letter tiles or sponge letters, to build Spanish words physically. Give the students a graphic organizer on which a root word has been printed. Have the students suggest suitable prefixes and suffixes to create new words; e.g.,



SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use knowledge of commonalities in word families to increase vocabulary in a variety of contexts?

Rating Scale

Create an outcome-based rating scale and share it with the students before they use Word Explosion strategy for increasing vocabulary. Use the rating scale to assess how well students are able to use knowledge of commonalities in word families to increase vocabulary in a variety of contexts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

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.

2.3 Understand Forms and Techniques

GRADE

3

Specific Outcome

Experiment with Language

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to predictable, repetitive, humorous poems and recognize how the poet uses words and letters to create an enjoyable rhythm. Have them identify phrases and patterns that are repeated, as well as what words or phrases are funny and why. Record the students' ideas on a chart and post it in the classroom. Revisit this activity throughout the year and vary the form of the text.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify examples of repeated sounds and poetic effects that contribute to enjoyment?

Rating Scale

Create an outcome-based rating scale and share it with the students before they listen to predictable and repetitive poems. Use the rating scale to assess how well students are able to identify examples of repeated sounds and poetic effects that contribute to enjoyment and recognize humour in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

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.

2.3 Understand Forms and Techniques

GRADE

3

Specific Outcome

Create Original Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with information on a particular topic; e.g., birthday parties. Divide the students into small groups and have them decide on a way to communicate the information. Possibilities include a poster, diorama, skit, song, rap, poem, mime or model. Encourage creativity and originality. Have students present their texts to the class and explain their rationale for the form they chose.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Anecdotal Notes

Observe students as they create texts based on a topic. Note the extent to which students are able to create original texts to communicate and demonstrate understanding of forms and techniques, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

3

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

3.1 Plan and Focus

GRADE

3

Specific Outcome

Use Personal Knowledge

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

At the beginning of a new unit, lead a brief brainstorming session to elicit knowledge students have on a particular topic. Compile the information on the board or chart paper. Have the students complete the first section of a KWL chart and then analyze the information they know. Have them formulate questions for the second section of the KWL chart based on their information needs and use these questions to guide their research.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rating Scale

Create an outcome-based rating scale and share it with the students before they list ideas and information on a new topic. Use the rating scale to assess how well students are able to identify and categorize personal knowledge of a topic to determine information needs (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

3

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

3.1 Plan and Focus

GRADE

3

Specific Outcome

Ask Questions

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading a story and checking for comprehension, instruct half of the class to pretend to be a character from the story. The other half pretends to be a television reporter. The reporters interview the characters and gather information on what happened during the story. After the interviews, lead a brief class discussion and ask the students to identify what else they would like to learn about the characters.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rating Scale

Create an outcome-based rating scale and share it with the students before they conduct interviews. Use the rating scale to assess how well students are able to ask topic-appropriate questions, and identify and communicate information needs (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

3

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

3.1 Plan and Focus

GRADE

3

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to record or sketch key ideas, thoughts, feelings, words, phrases and questions from their explorations and observations of a topic under study. The topic is set up on a large class web posted in the classroom. The key ideas and other elements may be recorded on sticky notes to allow for categorizing and clustering.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task?

Rating Scale

Create an outcome-based rating scale and share it with the students before they record or sketch key ideas, thoughts, feelings, words or phrases on a topic. Use the rating scale to assess how well students are able to contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

3

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

3.1 Plan and Focus

GRADE

3

Specific Outcome

Create and Follow a Plan

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use an adapted KWL chart where an H (How Am I Going to Learn This?) column has been inserted. Have the students use the H column to record a plan for accessing sources of information to answer the questions in the W (What Do I Want to Find Out?) column.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rating Scale

Create an outcome-based rating scale and share it with the students before they use KHWL charts to guide their inquiries. Use the rating scale to assess how well students are able to recall and follow a sequential plan for accessing and gathering information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

3

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

3.2 Select and Process

GRADE

3

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record and share personal knowledge of a topic.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before viewing a video on a topic, have the students write three facts they know about the topic in their learning logs. Have each student also pose one question; e.g., *La pregunta que tengo es* _____. (The question I have is _____.) Ask the students to share their facts in pairs and discuss their questions.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- record and share personal knowledge of a topic?

Observation Checklist

Create an outcome-based checklist and share it with the students before they share what they know about a topic. Use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).

General Outcome

3

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

3.2 Select and Process

GRADE

3

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 access information to answer questions, using a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to record personal knowledge of a topic on a graphic organizer and review the information to determine their information gaps. Ask the students to generate, with guidance, questions they will use to guide their inquiry. Have the students work in pairs or small groups to access information through interviews, books and the Internet.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- access information to answer questions, using a variety of sources?

Checklist and Comments

Create an outcome-based checklist and share it with students before they access information through interviews, books and the Internet. Use the checklist to assess if students are able to access information to answer questions, using a variety of sources (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.

3.2 Select and Process

GRADE

3

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 match information to inquiry or research needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

After generating research questions on a topic of study, have the students record information gained from various sources on sticky notes. Ask the students to reread and categorize information. Have the students work in pairs to determine which information is relevant to their inquiry needs (*tesoro*) and which could be discarded (*basura*).



SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- match information to inquiry or research needs?

Rubric

Collaboratively create an outcome-based rubric with the students before they determine which information is relevant and which information could be discarded. Use the rubric to evaluate how well students are able to match information to inquiry or research needs (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

3

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

3.2 Select and Process

GRADE

3

Specific Outcome

Access Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Choose and present visual information such as pictures, charts and maps. Have the students work in small groups to analyze the visual information and record the ideas they find. Have each group present its findings to the whole class. Compile these ideas for further use; e.g., a writing activity.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they gather information and ideas from the visual sources. Students use the checklist to determine if their peers are able to use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

3

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

3.2 Select and Process

GRADE

3

Specific Outcome

Make Sense of Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to an audio recording or your reading of a short folk tale or an informational text. Ask them to sketch the main ideas of the text in their learning logs. Have the students meet in small groups to share their main idea sketches and discuss how they recognized the main ideas of the text.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rating Scale

Create an outcome-based rating scale and share it with the students before they listen to a folk tale or short informational text. Use the rating scale to assess how well students are able to determine the main ideas in information, using prior knowledge, predictions, connections and inferences (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

**Specific
Outcome**

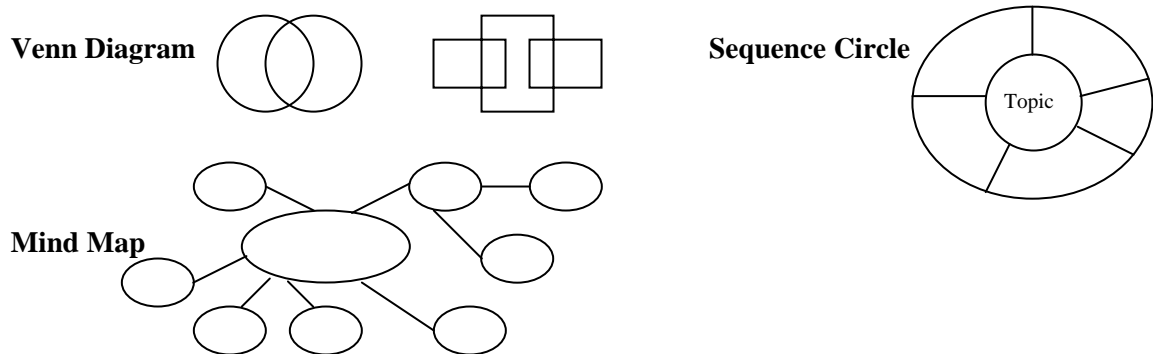
Organize Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a variety of graphic organizers to organize the information they gathered to answer inquiry or research questions, such as:



Have the students watch and listen as you model how to use a variety of graphic organizers, and determine the type of organizer that would be most appropriate.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Observation Checklist

Create an outcome-based checklist and share it with students before they use a variety of graphic organizers to organize gathered information. Use the checklist to assess if students are able to organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing (see sample blackline master in Appendix E: Observation Checklist).

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

GRADE

3

Specific
Outcome

Record Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading a text, have the students take notes in point form using only key words about the topic. Ask each student to then add the notes to a class chart, along with the title of the text and the name of the author.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- record facts and ideas, and list authors and titles of sources?

Rating Scale

Create an outcome-based rating scale and share it with the students before they add notes about a topic to a class chart. Use the rating scale to assess how well students are able to record facts and ideas, using a variety of strategies, and list authors and titles of sources (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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

GRADE

3

Specific
Outcome

Evaluate Information

Students will be able to:

3.3.3 determine whether collected information is sufficient or inadequate for the established purpose.

SAMPLE TEACHING AND LEARNING ACTIVITY

Inform the students that they will be writing a short informational text and should prepare by brainstorming ideas on the topic; e.g., animals. The students, working in small groups or pairs, jot down information as they brainstorm the topic. They read and think about their ideas and decide if they have sufficient or inadequate information for the text they will be writing.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- determine whether collected information is sufficient or inadequate for the established purpose?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they collect information for a text. Students use the checklist to determine if their peers are able to determine whether collected information is sufficient or inadequate for the established purpose (see sample blackline master in Appendix E: Peer-assessment Checklist).

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

GRADE

3

Specific
Outcome

Develop New Understanding

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Model how to use a KWL (*SQA—Lo Que Sé, Lo Que Quiero Saber, Lo Que Aprendí*) chart to record information. With the students, analyze the information collected and generate questions about information still required.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rating Scale

Create an outcome-based rating scale and share it with the students before they analyze recorded information. Use the rating scale to assess how well students are able to use gathered information and questions to review and add to knowledge (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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

GRADE

3

Specific Outcome

Generate Ideas

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in groups and brainstorm ideas for a four-panel comic strip on a topic, such as our community or people in the school. Ask the students to decide who the characters will be, where it will take place, what the dialogue will be and so on. Display completed comic strips in the classroom.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rating Scale

Create an outcome-based rating scale and share it with the students before they collaborate to produce a comic strip. Use the rating scale to assess how well students are able to generate and contribute ideas on particular topics for oral, print and visual texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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

GRADE

3

Specific Outcome

Choose Text Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Prepare three lists, one with a variety of text forms, one with a variety of audiences and one with a variety of purposes. Divide the class into small groups. Each group chooses an item from each list and creates a presentation that incorporates the selections. For example, a group could write a poem for Kindergarten students that makes them laugh; or a brochure for adults that illustrates what life is like for 8-year-olds.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they prepare a presentation. Students use the checklist to determine if their peers are able to use a variety of text forms for particular audiences and purposes (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

GRADE

3

Specific Outcome

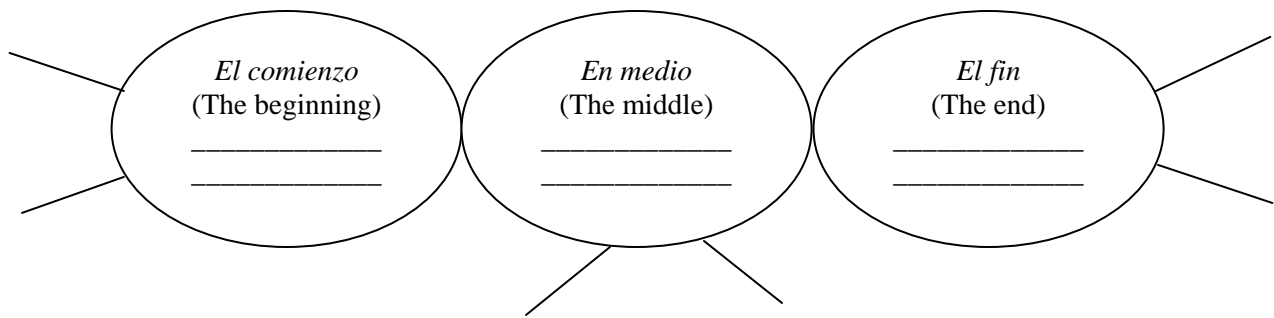
Organize Ideas

Students will be able to:

4.1.3 order ideas to create a beginning, middle and end in own oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with a series of photographs or pictures. Divide the class into small groups and have them analyze the photographs. Have the students organize the photographs into a coherent story with a beginning, a middle and an end. Distribute a graphic organizer and have them organize their story idea, including the photograph selection; e.g.,



Students then present their story to the class.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- order ideas to create a beginning, a middle and an end in own oral, print and visual texts?

Rating Scale

Create an outcome-based rating scale and share it with the students before they arrange photographs for creating an original text. Use the rating scale to assess how well students are able to order ideas to create a beginning, middle and end in own oral, print and visual texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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

GRADE

3

Specific Outcome

Appreciate Own and Others' Work

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

After modelling and discussion, provide opportunities for the students to gain confidence in sharing their own stories in a sharing circle with their peers. Students take turns, listen actively and respond to their own and others' stories.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Anecdotal Notes

Observe students as they share their own stories with peers in a sharing circle activity. Note the extent to which students are able to share own stories and creations with peers, and respond to questions or comments, 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

GRADE

3

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise own ideas to accommodate new ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITY

When completing a KWL chart, have the students reflect on what they wrote in the “K” section and discuss what changes could be made in light of what’s been learned.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- revise own ideas to accommodate new ideas and information?

Rating Scale

Create an outcome-based rating scale and share it with the students before they reflect on the “K” section of their KWL charts. Use the rating scale to assess how well students are able to revise own ideas to accommodate new ideas and information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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

GRADE

3

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 print, write or type letters legibly, developing a personal style, and space words appropriately.

SAMPLE TEACHING AND LEARNING ACTIVITY

When writing a good copy, have the students refer to a checklist that includes criteria such as:

- Can others read my printing?
- Did I leave a margin?
- Did my printing run away from the margin?
- Did I leave enough space between the words?
- Did I form my letters and numbers clearly?
- Is the spacing between my letters and words even?

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- print, write or type letters legibly, developing a personal style?
- space words appropriately?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they use a checklist when writing a good copy. Students use the checklist to determine if they are able to print, write or type letters legibly, developing a personal style, and space words appropriately (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

GRADE

3

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns.

SAMPLE TEACHING AND LEARNING ACTIVITY

Read a variety of tongue twisters and invite the students to practise reading tongue twisters in pairs. Have the students write their own tongue twisters based on the examples.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- experiment with words and simple sentence patterns?

Anecdotal Notes

Observe students as they write their own tongue twisters. Note the extent to which students are able to experiment with words and simple sentence patterns, 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

GRADE

3

Specific Outcome

Enhance Presentations

Students will be able to:

4.2.5 use print and nonprint aids to illustrate ideas and information in oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

After studying a popular children's story author, e.g., Eric Carle, have the students paint or illustrate some of the ideas from a text of that author that the students enjoyed. Short descriptions can also be added if desired.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use print and nonprint aids to illustrate ideas in oral, print and visual texts?

Observation Checklist

Create an outcome-based checklist and share it with students before they illustrate ideas from a story or poem. Use the checklist to assess if students are able to use print and nonprint aids to illustrate ideas and information in oral, print and visual texts (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

GRADE

3

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 edit a text to ensure it includes complete sentences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Review with students the definition of complete sentences; i.e., sentences that include all the necessary functional parts—verb, subject, object. Then use choral reading activities to demonstrate how punctuation signals emotions, pauses and inflections. Have the students review a text in which punctuation and capitalization is missing, then have them read the text aloud and use intonation and pauses to figure out where punctuation is needed. Review students' responses and assess if sentences are complete and properly punctuated.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- edit a text to ensure it includes complete sentences?

Anecdotal Notes

Observe students as they edit a text that is missing punctuation. Note the extent to which students are able to edit a text to ensure it includes complete sentences, 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 Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

3

Specific Outcome

Spelling

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in peer editing of their work with a partner. The partner reviews the text for the use of complete sentences and correct spelling. Have the authors then make the changes independently. Some spelling strategies the students may use include:

- I try to spell words the way they sound.
- I write the word the way I think it should look.
- I think about spelling rules.
- I look at charts and in books for words I do not know how to spell.
- I mark words that do not look right when I am composing.
- I try to spell a word several different ways if I am unsure of the spelling.
- I ask for help when I do not know how to spell a word.
- I use a personal spelling dictionary.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Observation Checklist

Create an outcome-based checklist and share it with students before they participate in the peer-editing activity. Use the checklist to assess if students are able to spell familiar words, using a variety of strategies and resources (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

GRADE

3

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITY

After showing the students samples of correctly punctuated dialogue in texts, provide the students with text where all quotation marks have been removed. Have the students work with partners and insert quotation marks in the correct places.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use quotation marks when editing and proofreading?

Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist before the students edit a dialogue. Students use the checklist to determine if their peers are able to use basic writing conventions when editing and proofreading (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.

4.4 Present and Share

GRADE

3

Specific Outcome

Share Ideas and Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students, in small groups or with partners, do oral presentations on a topic studied in class. Have the students plan their presentations using a planning guide provided. Encourage the students in the audience to ask questions after the presentations.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rubric

Collaboratively create an outcome-based rubric with the students before they plan oral presentations on a topic studied in class. Use the rubric to evaluate how well students are able to share information and ideas on a topic with a familiar audience, and clarify information by responding to questions (see sample blackline master in Appendix E: 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

GRADE

3

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate media and forms.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into pairs and present students with an information sheet on a particular topic; e.g., proper oral hygiene. Have students brainstorm ideas on how to best communicate the information to other students. Encourage students to be creative but to focus on effective communication. For example, students could prepare a video of a dance routine showing how to brush teeth properly. Have the students present the information and then have the class discuss whether the presentation used appropriate media and forms.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- present information and ideas using appropriate media and forms?

Rubric

Collaboratively create an outcome-based rubric with the students before they present information to the class. Use the rubric to evaluate how well students are able to present information and ideas using appropriate media and forms (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

GRADE

3

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the Fish Bowl strategy to students as a way to model appropriate or inappropriate audience behaviour. During a Fish Bowl activity, the teacher and a small group of students role-play a scene while the other students observe quietly in a circle around the performers. A discussion of the role-play is led by the audience, and a discussion of audience behaviour is led by the performers.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- demonstrate appropriate audience behaviours as they observe a Fish Bowl role-play activity?

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 demonstrate appropriate audience behaviours (see sample blackline master in Appendix E: Peer-assessment 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

GRADE
3

Specific Outcome

Share and Compare Responses

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students read a story, have them write about and illustrate a relevant personal experience in their learning logs. Ask them to share their responses with the class or small groups. Encourage reluctant students to share their ideas with at least one other person.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Rating Scale

Create an outcome-based rating scale and share it with the students before they write about and illustrate a personal experience. Use the rating scale to assess how well students are able to record ideas and experiences, and share them with others (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 celebrate and build community.

5.1 Develop and Celebrate Community

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 examine ideas within stories in oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present short stories representative of a variety of communities in Alberta. Have the students make sketches to illustrate scenes from the lives of characters in stories they have heard, read or viewed and share their sketches with classmates, in groups. With assistance, have each student write a sentence about how the characters' lives are similar to his or her own.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- examine ideas within stories in oral, print, visual and multimedia texts from various communities?

Rubric

Collaboratively create an outcome-based rubric with the students before they sketch scenes from the lives of the characters in stories they have heard, read or viewed. Use the rubric to evaluate how well students are able to examine ideas within stories in oral, print, visual and multimedia texts from various communities (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

GRADE

3

Specific Outcome

Appreciate Diversity through Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

After viewing a video about a child and his or her home and school life, have the students describe the child's home and school life and discuss how this compares to their own experiences. Provide the students with any necessary vocabulary expressions or grammatical structures.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify similarities between personal experiences and those of characters encountered in texts?

Rubric

Collaboratively create an outcome-based rubric with the students before they discuss and compare their home and school life to that of a character in a video. Use the rubric to evaluate how well students are able to connect situations portrayed in oral, print, visual and multimedia texts to personal experiences (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

GRADE
3

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate special individual, class and community occasions.

SAMPLE TEACHING AND LEARNING ACTIVITY

With the students, collaboratively compile a calendar of special individual, class and community occasions; e.g., birthdays, student assemblies, Earth Day. Lead a brainstorming activity and compile a list of ways to celebrate these occasions along with phrases students can use. Refer to the calendar regularly and encourage students to use the phrases when appropriate.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessments

Do the students:

- acknowledge and celebrate special individual, class and community occasions?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they compile a list of special occasions and appropriate phrases. Students use the checklist to determine if they are able to acknowledge and celebrate special individual, class and community occasions (see sample blackline master in Appendix E: Self-assessment 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

GRADE

3

Specific
Outcome

Cooperate with Others

Students will be able to:

5.2.1 cooperate in a variety of partnership and group structures.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in pairs or small groups to write and present a new short dialogue based on something they have learned and practised in class. Revisit this activity regularly and have students work with a variety and range of partners and groups.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- cooperate in a variety of partnership and group structures?

Anecdotal Notes

Observe students as they participate in group work to write and present dialogues. Note the extent to which students are able to cooperate in a variety of partnership and group structures, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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

GRADE

3

Specific
Outcome

Work in Groups

Students will be able to:

5.2.2 ask others for their ideas, and express interest in their contributions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Inside–Outside Circle is a strategy used to encourage discussion in a large group. Have the students stand in two circles. The inside circle faces out and the outside circle faces in. Pose a question. Have the students facing each other discuss the question and come to a consensus on an answer. Have the students respond when asked. Encourage students to express appreciation, respect and interest in their partners' responses. Model sample sentences if necessary. Have the circles rotate and stop at new partners. Pose another question for discussion.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Checklist and Comments

Create an outcome-based checklist and share it with students before they participate in an Inside–Outside Circle activity. Use the checklist to assess if students are able to ask others for their ideas, and express interest in their contributions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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

GRADE

3

Specific
Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 show consideration for those whose ideas, abilities and language use differ from own.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into groups of two or three and then give each group a role-play situation that requires showing consideration; e.g., a new student's first day at school, a classmate who had difficulty with an activity, a student who's sick and in a bad mood. Students improvise a dialogue, in English or in Spanish, and present it to the class. Afterward, lead a class discussion and compile a list of any common or emerging themes.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- show consideration for those whose ideas, abilities and language use differ from their own?

Observation Checklist

Create an outcome-based checklist and share it with the students before they role-play various situations related to showing consideration. Use the checklist to assess if students are able to show consideration for those whose ideas, abilities and language use differ from own (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

GRADE

3

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 recognize how class members help each other.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into groups and provide each student in a group with separate pieces of information about a certain topic. Each group member must circulate and share his or her information with the group to discover the entire message. Once the message is complete, have the group reflect and discuss the steps each member took that helped accomplish the task. Lead a class discussion and list some of the ways class members helped each other out.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize how class members help each other?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they work in groups to discover information related to a message. Students use the checklist to determine if their peers are able to recognize how class members help each other (see sample blackline master in Appendix E: Peer-assessment Checklist)

General Outcome

6

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.

6.1 Linguistic Elements

GRADE

3

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 use, in structured oral and written situations, all elements of the sound–symbol system.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into two teams. Provide each team with a sheet of chart paper that has a list of the Spanish alphabet, including accented letters. Each team has to think of a Spanish word that begins with a letter from the alphabet. After a short period of time, compare the two lists and offer suggestions for any letters for which a word wasn't found.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use, in structured oral and written situations, all elements of the sound–symbol system?

Anecdotal Notes

Observe students as they compile a list of words. Note the extent to which students are able to use, in structured oral and written situations, all elements of the sound–symbol system, 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.

Lexicon

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITY

Compile a list of various situations in the classroom and school environment and write them out on cue cards. Divide the class into small groups and have each group choose a card at random. Allow for a short period of time and then have each group improvise a brief skit. Encourage students to use appropriate vocabulary and expressions for the situation.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use vocabulary and expressions appropriately in various situations in the classroom and school environment?

Rating Scale

Create an outcome-based rating scale and share it with the students before they improvise a skit. Use the rating scale to assess how well students are able to use vocabulary and expressions appropriately in various situations in the classroom and school environment (see sample blackline master in Appendix E: 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.

Grammatical Elements

Students will be able to:

6.1.3 Use, in modelled situations,¹ the following grammatical elements:

- possessive pronouns: *mío, tuyo*
- present progressive: *estar + gerund*
- preterite
- imperative mood for commonly used verbs
- reflexive verbs of frequent use: *lavarse, peinarse*
- near future tense: *ir a + infinitive*
- diminutives
- superlatives in *-ísimo*

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

Model sentence patterns containing reflexive verbs for the students, which they then repeat after you; e.g., daily morning routine: *me despierto, me levanto, me lavo los dientes* (I wake up, get out of bed, brush my teeth). Have the students act them out as they say them.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use reflexive verbs of frequent use: *lavarse, peinarse*?

Observation Checklist

Create an outcome-based checklist and share it with the students before they repeat the sentences containing reflexive verbs. Use the checklist to assess if students are able to use, in modelled situations, the [given] grammatical elements (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.

Grammatical Elements

Students will be able to:

6.1.3 Use, in structured situations,² the following grammatical elements:

- verbs (all persons):
 - *ser/estar*
 - *tener/llamarse*
 - *poder/querer/ir*
 - *hacer*
 - *me/te/le gusta/gustan*
 - *nos/os/les gusta/gustan*
 - *hay*
 - other commonly used verbs (e.g., *comer, hablar, mirar*)
- gender and number of nouns
- agreement with adjectives
- demonstratives:
 - adjectives: *este/esta/estos/estas*
 - pronouns: *éste/ésta/éstos/éstas*
- noun and verb agreement
- possessive adjectives: *mis, tu, tus, su, sus, nuestros*
- verbs—present tense of most frequent verbs *ar/er/ir*
- comparative and superlative degrees of adjectives
- question words: *quién, cuánto, cuál* (all forms)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITY

Review classroom practices and routines with the students using the appropriate forms of *gustar*; e.g., *¿Les gustan los viajes de estudio? Sí, nos gustan.* (Do you like field trips? Yes, we do.)

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the verb *gustar* with all indirect object pronouns?

Rating Scale

Create an outcome-based rating scale and share it with the students before they use *gustar* to ask and answer questions. Use the rating scale to assess how well students are able to use, in structured situations, the [given] grammatical elements (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.

Grammatical Elements

Students will be able to:

- 6.1.3** Use, independently and consistently,³ the following grammatical elements:
- subject pronouns (all persons)
 - possessive adjectives (1st person singular and plural): *mi, mis*
 - question words: *qué/cómo/dónde/por qué*
 - affirmative, interrogative and negative sentences
 - articles

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITY

A Grade 3 student should be able to use the 1st, 2nd and 3rd person singular subject pronouns (*yo/tú/él/ella/usted*) correctly, freely and with confidence in written and oral contexts. In small groups, have the students rewrite a short, simple text written in the first person singular to the third person singular.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the 1st, 2nd and 3rd person singular subject pronouns independently and consistently?

Rating Scale

Create an outcome-based rating scale and share it with the students before they rewrite a short, simple text. Use the rating scale to assess how well students are able to use, independently and consistently, the [given] grammatical elements (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.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features, such as capital letters, exclamation marks, commas and quotation marks.

SAMPLE TEACHING AND LEARNING ACTIVITY

Select an appropriate and challenging text and remove all major punctuation; i.e., quotation marks, capital letters and commas. Invite the students to read the text with a partner. Ask the students to punctuate the text. Based on their work, have students come up with general rules for the use of the inserted punctuation. Have students compare their work and general rules with other groups and then lead a brief discussion on the correct punctuation of the text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic mechanical features, such as capital letters, quotation marks and commas?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they insert punctuation in a text. Students use the rating scale to assess how well they are able to use basic mechanical features, such as capital letters, exclamation marks, commas and quotation marks (see sample blackline master in Appendix E: Self-assessment Rating Scale).

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 use basic discourse features in oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with students on basic discourse features; e.g., punctuation, pauses or intonation. Prepare a dialogue for students and guide them as they practise it with a partner. Encourage students to be aware of punctuation in the dialogue and how that affects intonation.

Revisit this activity throughout the year and vary the form of text.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use basic discourse features in oral, print and visual texts?

Anecdotal Notes

Observe students as they practise a dialogue. Note the extent to which students are able to use basic discourse features in oral, print and visual texts, 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.

Listening

Students will be able to:

- 6.2.1** listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Give the students graph paper marked with an “X” to indicate where they are to begin. Have the students listen carefully and follow your oral instructions to create a specific pattern on the graph paper. After this has been modelled, have the students create their own series of instructions that can be given to the class or shared with a partner.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- listen to and understand a series of oral sentences?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they listen to and follow the oral instructions. Use the checklist to assess if students are able to listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations (see sample blackline master in Appendix E: 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.

Speaking

Students will be able to:

6.2.2 produce, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into groups of five. Have one student begin to tell an oral story on a familiar topic by supplying the first sentence. Have the other students, in turn, provide sentences until the story is completed. Stories may be recorded and then played back and shared.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce a series of interrelated ideas on a familiar topic?

Checklist and Comments

Create an outcome-based checklist and share it with students before they work as a group to create an oral story. Use the checklist to assess if students are able to produce, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

General Outcome

6

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.

6.2 Language
Competence

GRADE

3

Specific
Outcome

Reading

Students will be able to:

6.2.3 read and understand a series of sentences or a short text on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide the students with sentence strips on a familiar theme that they have to sequence to create a short, simple paragraph.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- read and understand a series of sentences on a familiar topic?

Rubric

Collaboratively create an outcome-based rubric with the students before they use the sentence strips to create a short, simple paragraph. Use the rubric to evaluate how well students are able to read and understand a series of sentences or a short text on a familiar topic (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.

Writing

Students will be able to:

6.2.4 produce, spontaneously and/or with guidance, a simple written text on a familiar topic in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide the students with a variety of wordless picture books. Have the students choose a book that is appealing to them and write the story that is illustrated. The story and the picture book are shared with a group. Alternatively, have the students write and illustrate their own books based on a wordless picture book that they enjoy.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- produce a simple written text on a familiar topic in a structured situation?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they write a story for a wordless book. Students use the checklist to determine if they are able to produce, spontaneously and/or with guidance, a simple written text on a familiar topic in a structured situation (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.

Viewing

Students will be able to:

6.2.5 view and understand simple events and/or representations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Pair the students up. Have one partner view an illustration that the other cannot see. The partner who can see the illustration describes it in words while the other partner draws it. Have the students then compare the original illustration with the one the partner drew. Have the students discuss the original illustration and compare interpretations of it. Have the students discuss reasons for their success and any challenges they experienced. Provide a different illustration to students and have them change roles.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- view and understand simple events and/or representations?

Peer- assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist before the students describe an illustration to their partners. Students use the checklist to determine if their peers are able to view and understand simple events and/or representations (see sample blackline master in Appendix E: Peer-assessment Checklist).

General Outcome

6

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.

6.2 Language
Competence

GRADE

3

Specific
Outcome

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events and information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Following the study of various communities, have the students work in small groups and build a community using shoe boxes and other objects to represent landmarks and buildings. Have them include Spanish labels and signs.

Revisit this activity throughout the year and vary the forms students use to create representations.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use a variety of forms to create representations of ideas, events and information?

Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use a variety of forms to create representations of ideas, events and information (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.

Register

Students will be able to:

6.3.1 recognize that some topics, words or intonations are inappropriate in certain contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with students on topics, words or intonations that may be inappropriate in certain contexts. Provide examples and highlight the differences between what is appropriate and what is inappropriate.

After discussion, have the students design mini-posters showing appropriate language and behaviour in a particular context; e.g., talking to adults. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a class field trip or a visit of a guest speaker.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize that some topics, words or intonations are inappropriate in certain contexts?

Rating Scale

Create an outcome-based rating scale and share it with the students before they design mini-posters. Use the rating scale to assess how well students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

6

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.

6.3 Sociolinguistic/
Sociocultural
Elements

GRADE

3

Specific
Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use a variety of simple idiomatic expressions as set phrases.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to a simple telephone conversation that includes familiar idiomatic expressions. In partners, have the students create and present their own conversations using idiomatic expressions.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- understand and use a variety of simple idiomatic expressions as set phrases?

Rubric

Collaboratively create an outcome-based rubric with the students before they create simple telephone conversations using idiomatic expressions. Use the rubric to evaluate how well students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

General Outcome

6

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.

6.3 Sociolinguistic/
Sociocultural
Elements

GRADE

3

Specific
Outcome

Variations in Language

Students will be able to:

6.3.3 accept individual differences in speech.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite three to five students to read a short passage from a Spanish text in front of the class. The others actively listen and note any difference in how the speakers speak. Lead a brief discussion with the class highlighting how the differences did not interfere with their understanding of the text and that many people have different styles of speech in English and Spanish.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- accept individual differences in speech?

Anecdotal Notes

Observe students as they listen to several students and note variations in speech. Note the extent to which students are able to accept individual differences in speech, 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 Conventions

Students will be able to:

6.3.4 use appropriate oral forms of address for people frequently encountered.

SAMPLE TEACHING AND LEARNING ACTIVITY

Instruct the students on the various ways of informally and formally greeting people. Have them practise these forms through simple role-plays in the classroom: e.g., informal: *¿Cómo te va?* (How is it going?), formal: *¿Cómo está usted?* (How are you?) These forms of address can also be displayed as language ladders.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use appropriate oral forms of address for people frequently encountered?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they role-play formal and informal situations. Students use the rating scale to assess how well they are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Self-assessment Rating Scale).

General Outcome

6

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.

6.3 Sociolinguistic/
Sociocultural
Elements

GRADE

3

Specific
Outcome

Nonverbal Communication

Students will be able to:

6.3.5 recognize that some nonverbal behaviours may be inappropriate in certain contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Play clips of television shows or movies, with the volume turned off, to focus on nonverbal behaviours. With the students, make a list of these behaviours and the meanings they convey. Discuss when they might not be appropriate to use.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize that some nonverbal behaviours may be inappropriate in certain contexts?

Checklist and Comments

Create an outcome-based checklist and share it with students before they participate in a discussion about nonverbal behaviours. Use the checklist to assess if students are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts (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.

Cognitive

Students will be able to:

- 6.4.1** use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, place new words or expressions in a context to make them easier to remember.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with the visual format for dictionaries; e.g., word, pronunciation guide, definition. Offer examples and then provide students with materials to create their own personal dictionaries. Allow enough time for students to set up the basic structure, and then encourage students to add to their dictionaries as often as possible.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- make personal dictionaries?

Anecdotal Notes

Observe students as they create and use their own personal dictionaries. Note the extent to which students are able to use a variety of simple cognitive 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.

Metacognitive

Students will be able to:

6.4.2 use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher.

SAMPLE TEACHING AND LEARNING ACTIVITY

After completing a learning task, have students complete a self-assessment. Before they begin, review the wording of the self-assessment with students and ensure comprehension. Provide examples of responses and “self-talk” students may use to self-assess properly.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- evaluate their performance or comprehension at the end of a task?

Anecdotal Notes

Observe students as they complete self-assessments after completing specific tasks. Note the extent to which students are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

6

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.

6.4 Language Learning Strategies

GRADE

3

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide opportunities for the students to work in small groups and with a variety of partners to reread texts of their choosing.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- participate in shared reading experiences?

Observation Checklist

Create an outcome-based checklist and share it with the students before they read in small groups and with a variety of partners. Use the checklist to assess if students are able to use a variety of simple social and affective 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.

Interactive

Students will be able to:

6.5.1 use a variety of simple interactive strategies with guidance; e.g., ask for clarification or repetition when they do not understand.

SAMPLE TEACHING AND LEARNING ACTIVITY

Model phrases used to indicate that a message was not understood; e.g., *Perdón, no entiendo.* (Sorry, I don't understand.) or *Repite, por favor.* (Say that again, please.) Have the students use the expressions when they don't understand the message and post them in a language ladder.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- ask for clarification or repetition when they do not understand?

Anecdotal Notes

Observe students as they use expressions to indicate that they don't understand something. Note the extent to which students are able to use a variety of simple interactive strategies with guidance, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

General Outcome

6

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.

6.5 Language Use Strategies

GRADE

3

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use a variety of simple interpretive strategies with guidance; e.g., determine the purpose of listening, listen or look for key words.

SAMPLE TEACHING AND LEARNING ACTIVITY

Encourage the students to use a highlighter to identify key words when reading a text for information.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- look for key words?

Rating Scale

Create an outcome-based rating scale and share it with the students before they highlight key words when reading a text. Use the rating scale to assess how well students are able to use a variety of simple interpretive strategies with guidance (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

General Outcome

6

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.

6.5 Language Use Strategies

GRADE

3

Specific Outcome

Productive

Students will be able to:

6.5.3 use a variety of simple productive strategies with guidance; e.g., use illustrations to provide detail when producing own texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Using a patterned or repetitive story as a model, have the students write their own stories.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use familiar repetitive patterns from stories?

Rubric

Collaboratively create an outcome-based rubric with the students before they write their own stories based on a pattern. Use the rubric to evaluate how well students are able to use a variety of simple productive strategies with guidance (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.

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., experiment with, and concentrate on, one thing at a time.

SAMPLE TEACHING AND LEARNING ACTIVITY

When beginning a new topic, start by connecting what students already know with what they are learning. For example, when reading a story about animals of the jungle, such as a giraffe or *la girafa*, guide the students to recall what they already know; e.g., *Es grande. Vive en Africa. (It's big. It lives in Africa.)*

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

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

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they connect prior knowledge and new knowledge. Students use the rating scale to assess how well they are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

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., discover how their efforts can affect their learning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to contribute their ideas when creating class charts; e.g., what a good reader and writer does. Have the students then reflect on their participation in the activity and write in their learning logs about how their level of effort and interaction influenced their learning.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- reflect on learning tasks with guidance?
- recognize that their efforts can affect learning?

Anecdotal Notes

Observe students as they reflect on the activity in their learning logs. 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).

General Outcome

6

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.

6.6 General Learning Strategies

GRADE

3

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide many opportunities for the students to participate in different cooperative group activities; e.g., daily literacy centres, mathematics centres.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- participate in cooperative group learning tasks?

Rating Scale

Create an outcome-based rating scale and share it with the students before they participate in different group activities. Use the rating scale to assess how well students are able to use simple social and affective strategies to enhance general learning (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.

7.1 Self-identity

GRADE

3

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 express own self-concept, and compare the perception of others with own perception.

SAMPLE TEACHING AND LEARNING ACTIVITY

After teaching and/or reviewing necessary vocabulary, invite the students to analyze themselves and make a list of their positive qualities and characteristics. Then have the students pair up and present their lists to their partners. Partners are to assess the list and make suggestions for additions or deletions. Instruct students to explain their suggestions and their perceptions of others.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- express own self-concept, and compare the perception of others with own perception?

Observation Checklist

Create an outcome-based checklist and share it with the students before they create lists of their positive qualities and characteristics. Use the checklist to assess if students are able to express own self-concept, and compare the perception of others with own perception (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.

7.1 Self-identity

GRADE

3

Specific
Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand own strengths and abilities.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reviewing examples, have the students create personal essays of their lives using photographs with short captions. The essays should highlight skills and abilities that the students consider to be their strengths.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- understand own strengths and abilities?

Rubric

Collaboratively create an outcome-based rubric with the students before they create personal essays. Use the rubric to evaluate how well students are able to understand own strengths and abilities (see sample blackline master in Appendix E: Rubric or Rubric and 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.

7.1 Self-identity

GRADE

3

Specific Outcome

Valuing Spanish and the Cultures of the Spanish-speaking World

Students will be able to:

7.1.3 recognize and appreciate various elements of language and culture of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

In December, introduce the tradition of *La Posada* to students. Explain the various activities associated with this tradition and introduce related vocabulary. Illustrate on a map where in the Spanish-speaking world *La Posada* is celebrated and then have students participate in *La Posada* activities throughout the month. Encourage students to use appropriate vocabulary. Revisit this activity throughout the year and vary the elements of language and culture.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize and appreciate various elements of culture of the Spanish-speaking world?

Anecdotal Notes

Observe students as they participate in *La Posada* activities. Note the extent to which students are able to recognize and appreciate various elements of language and culture 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.

7.1 Self-identity

GRADE

3

Specific Outcome

Valuing Multilingualism/Multiculturalism

Students will be able to:

7.1.4 recognize benefits of a multilingual/multicultural education.

SAMPLE TEACHING AND LEARNING ACTIVITY

Connect with a teacher from another bilingual class and prepare a cultural activity, dance, art idea or song for students. The activity does not need to be from a culture in the Spanish-speaking world. Upon completion of the activity, divide the two classes into small groups and guide them through a discussion on the benefits of a multilingual/multicultural education. Compile student answers on a chart and refer to it throughout the school year.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize the benefits of a multilingual/multicultural education?

Observation Checklist

Create an outcome-based checklist and share it with students before they participate in a cultural activity. Use the checklist to assess if students are able to recognize benefits of a multilingual/multicultural education (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.

7.2 Cultures of the Spanish-speaking World

GRADE

3

Specific Outcome

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

During the Halloween season, have the students learn about *Día de los Muertos* (Day of the Dead); for example, the religious significance of the day and its symbols. After discussing the cultural differences between Canadian and Mexican celebrations, have the students make a Venn diagram comparing the two holidays. Encourage the students to choose an aspect or activity of *Día de los Muertos* that they find interesting and participate in it.

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?

Rating Scale

Create an outcome-based rating scale and share it with the students before they learn about *Día de los Muertos*. Use the rating scale to assess how well students are able to participate in activities and experiences that reflect traditional 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

GRADE

3

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

Invite the students to listen to contemporary music from various Spanish-speaking countries on a daily basis. Have the students record the names of the songs they have listened to as well as the artists. Invite the students to rate their enjoyment of each song using a five-star system.

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?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they listen to contemporary music from various Spanish-speaking countries. Students use the checklist to determine if they 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: Self-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.

7.2 Cultures of the Spanish-speaking World

GRADE

3

Specific Outcome

Diversity

Students will be able to:

7.2.3 identify diverse elements of cultures of the Spanish-speaking world in school and/or in the local community.

SAMPLE TEACHING AND LEARNING ACTIVITY

Conduct a discussion about how Mexican food has been adopted in Canadian culture. How is original Mexican food different from what we find in supermarkets or fast food restaurants? Encourage the students to recognize stereotypical, clichéd or incorrect representations of Mexican food.

Revisit this activity throughout the school year and vary the elements of culture for discussion.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify diverse elements of cultures of the Spanish-speaking world in school and/or in the local community?

Anecdotal Notes

Observe students as they participate in a discussion about Mexican food. Note the extent to which students are able to identify diverse elements of cultures of the Spanish-speaking world in school and/or in the local community, 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

GRADE

3

Specific Outcome

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate their changing needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite guests from the community who come from a Spanish-speaking country to discuss the lifestyles of people in the past. With the students, create a Venn diagram to compare and contrast an aspect of life today with the past; e.g., household chores and responsibilities, school. Discuss why these things have changed.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify how people's actions and lifestyles change to accommodate their changing needs?

Rating Scale

Create an outcome-based rating scale and share it with the students before they compare and contrast lifestyles of the past and present. Use the rating scale to assess how well students are able to identify how people's actions and lifestyles change to accommodate their changing needs (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.

7.3 Building
Community

GRADE

3

Specific
Outcome

Positive Group Membership

Students will be able to:

7.3.1 recognize that helping others is personally rewarding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in pairs to role-play a situation in which one person requires assistance from another; e.g., a new student at school, a person with crutches. Encourage the students to share how they helped each other and how they felt when they were helping.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize that helping others is personally rewarding?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play situations in which they help. Students use the checklist to determine if their peers are able to recognize that helping others is personally rewarding (see sample blackline master in Appendix E: Peer-assessment 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 Diversity

Students will be able to:

7.3.2 explore diversity in the classroom, school and local community and reflect on its significance to self.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead the class in a discussion of how the students' families celebrate special events such as birthdays, Christmas and Easter. As the students share their family traditions, note them on chart paper. Discuss the diversity found in the various experiences and how this diversity influences the students.

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:

- explore diversity in the classroom, school and local community and reflect on its significance to self?

Rating Scale

Create an outcome-based rating scale and share it with the students before they discuss their family traditions. Use the rating scale to assess how well students are able to explore diversity in the classroom, school and local community and reflect on its significance to self (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 Similarity

Students will be able to:

7.3.3 explore similarities among members of the immediate community, and reflect on the significance of this to self.

SAMPLE TEACHING AND LEARNING ACTIVITY

Investigate the different ways people in the community celebrate during the Christmas season. Explore the different traditions celebrated and list the celebrations that are most familiar to students. Discuss the similarities between these traditions and those of students' families.

Caution

Teachers should be aware that some students or students' families may be offended by the activity of Christmas celebrations.

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:

- explore similarities among members of the immediate community, and reflect on the significance of this to self?

Rubric

Collaboratively create an outcome-based rubric with the students before they discuss Christmas traditions in the community. Use the rubric to evaluate how well students are able to explore similarities among members of the immediate community, and reflect on the significance of this to self (see sample blackline master in Appendix E: Rubric or Rubric and 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

GRADE

3

Specific
Outcome

Contributing to Community

Students will be able to:

7.3.4 participate cooperatively in daily classroom duties, and support peers and classmates.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reviewing relevant vocabulary, record the students' ideas, in Spanish, from a discussion about ways the students can make positive contributions to the classroom and school. Ask each student to design a mini-poster using simple Spanish phrases to show three ways he or she can contribute positively to the classroom and school community.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- participate cooperatively in daily classroom duties, and support peers and classmates?

Rubric

Collaboratively create an outcome-based rubric with the students before they create mini-posters. Use the rubric to evaluate how well students are able to participate cooperatively in daily classroom duties, and support peers and classmates (see sample blackline master in Appendix E: Rubric or Rubric and 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

GRADE

3

Specific
Outcome

Responsible Citizenship

Students will be able to:

7.4.1 recognize that growing up involves making decisions and accepting consequences.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reviewing relevant vocabulary, discuss the importance of punctuality; e.g., When do you have to be on time? What are the consequences if you are late? Have the students create mini-posters using illustrations and simple sentences.

Extension: Invite the students to provide input when establishing classroom rules and consequences for not following the established rules. Write the rules in short, simple sentences in Spanish and post them in the classroom.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize that growing up involves making decisions and accepting consequences?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they discuss punctuality and provide input on classroom rules and consequences. Students use the checklist to determine if they are able to recognize that growing up involves making decisions and accepting consequences (see sample blackline master in Appendix E: Self-assessment Checklist).

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

GRADE

3

Specific
Outcome

Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group.

SAMPLE TEACHING AND LEARNING ACTIVITY

When introducing group work, have the students brainstorm strategies that they know contribute to successful cooperative and collaborative group work. Pose the question, *¿Cuáles son las ventajas de trabajar juntos?* (What are the advantages of working together?) Record student responses in Spanish and post guidelines based on this discussion in the classroom for reference. These guidelines can be used for student self-assessments or peer assessments.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify the advantages and disadvantages of working collaboratively with a partner or group?

Rating Scale

Create an outcome-based rating scale and share it with the students before they brainstorm strategies for cooperative group work. Use the rating scale to assess how well students are able to identify the advantages and disadvantages of working collaboratively with a partner or group (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.

7.4 Global
Citizenship

GRADE

3

Specific
Outcome

Intercultural Skills

Students will be able to:

7.4.3 explore ways to resolve interpersonal conflict.

SAMPLE TEACHING AND LEARNING ACTIVITY

As a class, discuss small problems and big problems and make a chart; e.g.,

<i>Problemas pequeños</i> (Small problems)	<i>Problemas grandes</i> (Big problems)

Problemas pequeños are ones students can solve on their own.

Problemas grandes are ones that involve teacher intervention.

Have the class then brainstorm ways to solve these problems.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore ways to resolve interpersonal conflict?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they discuss small and big problems. Students use the rating scale to assess how well they are able to explore ways to resolve interpersonal conflict (see sample blackline master in Appendix E: Self-assessment Rating Scale).

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.

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for improvement, and set personal goals.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guide the students in setting physical activity goals; e.g., going for a walk every day. The students should write their goals using a *yo* statement; e.g., *Yo voy a salir a caminar todos los dias.* (I am going to go for a walk every day.) This personal goal should be set with a two-week time frame. If the student reaches the goal, he or she receives a certificate. If the student does not reach the goal, discuss the goal with the student:

- Was the goal realistic?
- What prevented the student from reaching the goal?

Help the students set attainable goals.

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Do the students:

- identify personal strengths and areas for improvement, and set personal goals?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they brainstorm a list of personal goals. Students use the checklist to determine if they are able to identify personal strengths and areas for improvement, and set personal goals (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).