Ukrainian LANGUAGE and CULTURE

Grade 7

2010
Acknowledgements

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Introduction

Chapter Summary

Purpose of This Guide
Understanding the Learner
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom’s Taxonomy
Benefits of Second Language Learning

Purpose of This Guide

This guide to implementation is intended to support the Grade 7 portion of the Ukrainian Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Ukrainian program of studies. The grade level samples provided in Chapter 8 are designed to give teachers a clearer idea of what the outcomes in the program of studies mean and to offer some sample ideas on how to teach to those outcomes. The samples are not meant to be read or used chronologically. The activities cover a range of degrees of difficulty, and it is expected that teachers will adapt the samples in this guide to reflect the needs and interests of their students.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/program/interlang/ukrainian.aspx.

This guide to implementation will assist educators as they:
- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
• plan for the use of technology in the delivery of the new program
• communicate with stakeholders, such as parents and community members
• plan for instruction and assessment that support student achievement of the learning outcomes
• monitor student progress in achieving the learning outcomes
• select learning resources to support their own professional development
• select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

**Engaging Students in Meaningful Tasks**

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., parts of the body) or while carrying out a project (e.g., planning a family vacation). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

**Maximizing Student Interaction**

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they are given some choice in working on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

**Ensuring Student Awareness and Use of Thinking and Learning Strategies**

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the “Strategies” section of the program of studies.
Because all students do not instinctively use language learning strategies, many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies, have reflected on their usefulness and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

**Building on Prior Knowledge**

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students’ areas of experience. For example, if students are involved and interested in a particular social activity, a task can be chosen that links with this interest. The learning activities will build on the students’ knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

**Transferring First Language Knowledge**

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

**Understanding the Culture**

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.
Learning about the target culture in the second language classroom also allows students to develop deeper awareness of their own culture as well as other world cultures. With a greater awareness of the cultural diversity in our world, students become more respectful of people of different backgrounds who speak other languages. It is hoped that cultural learning within second language education will help create long-term positive effects on Alberta’s students, including development of empathy toward people of different ethnic backgrounds and appreciation for the linguistic and cultural make-up of the Canadian people.

Understanding the Learner

The Nature of Grade 7 to Grade 9 Learners

The Ukrainian Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner’s stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy learning at the Grade 7 to Grade 9 level requires a unique classroom culture and climate that is different from that required for younger and older students. Students at Grade 7 to Grade 9 are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers’ styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 7 to 9 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students’ learning.

Learners in grades 7 to 9 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 7 to 9 that learners demonstrate ability to use abstract thinking in order to understand and to use conceptual reasoning in order to take meaning from hypothetical situations.
The grades 7 to 9 learner typically responds well to learning environments that promote teamwork and a sense of belonging for each individual. Consistent reward through positive reinforcement is required in order to make every student feel accepted for his or her contribution to the classroom environment. Equally important to the sense of belonging is the need for the grades 7 to 9 learner to feel like, and be treated as, a unique individual. Creating or facilitating opportunities for students to express their personal preferences with peers supports the development of learner individuality.

Grades 7 to 9 learners are also in the process of developing a sense of accountability for their actions, choices and decisions. Allowing students to make choices and decisions within the boundaries of the learning environment helps them to be aware of the natural consequences of their actions. Providing young adolescent learners with freedom of choice within the realistic realms of the second language program also motivates students and facilitates their learning. Since decision making can be a difficult process for some students at the grades 7 to 9 level, guidelines and frameworks should be provided by the teacher.

At the grades 7 to 9 level, young adolescent learners begin to experiment with roles as active or passive participants and with the types of contributions they will add to the social make-up of the classroom. This is a good time for students to experiment with leadership roles and with roles as facilitators and recorders when working in groups or when participating in whole-class activities guided by the teacher.

Students at the grades 7 to 9 level tend to favour educational activities that require cooperative participation from their peers mixed with a certain degree of competition. In this case, educational games where students compete in teams by applying the new concepts prove to be a highly effective tool for the classroom. In this situation, young adolescent learners are engaged in enjoyable activities that induce alertness and that are low stress, where learning is maximized, storage of information is prolonged and recall is facilitated.

Adolescent learners at the grades 7 to 9 level also show a tendency to seek activities that have a “high thrill payoff”; research found that the central nervous system of adolescents functions with a higher level of dopamine, a neurotransmitter connected to pleasure and movement. This may result in a greater need for stimulation by movement and risk-taking. With this in mind, use of kinaesthetic activities and games that engage learners through movement can become a powerful teaching strategy. It is important throughout to sustain a fair atmosphere in the classroom.

Research also shows that learning is increased when the student is challenged but not threatened by the activity. It is necessary for the teacher to select activities at the appropriate difficulty level in order to challenge students in a motivating way. Selection of age-appropriate supporting material is also very important for the grades 7 to 9 learner.
Grades 7 to 9 learners retain information most efficiently when they can make connections between what they are learning in the classroom and the real world outside. Instruction that is delivered through thematic contexts that are usually project-oriented and focus on task-based learning tend to give students the greatest connections between classroom learning and real-world applications. Researchers find that people of all ages learn best by solving realistic problems. It is important for teachers to allow students to experiment with the concepts through real-life simulations. Student learning is also enhanced when students are given opportunities to participate in activities that impact others outside of the class, such as individuals in the community.

The classroom teacher plays an influential role in the learning process of students at the grades 7 to 9 level. These students learn behaviours and gain information by observing the teacher and his or her behaviour. Students also seem to excel in the learning process when they are effectively connected to their learning environment—the educator, their peers and the content of the program.

**The Second Language Learner**

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the Ukrainian language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some enter with strong cultural knowledge and higher proficiency in listening and speaking Ukrainian but little proficiency in reading and writing. Occasionally, students will enter this program with little or no English or Ukrainian language proficiency. Therefore, a diverse range of student language abilities exists in Ukrainian language and culture classrooms.

The Ukrainian Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 7 level would have had some degree of exposure to the Ukrainian language in grades 4 to 6. The degree of exposure to the language also depends on the amount of time awarded by the school for the learning of Ukrainian, the language proficiency of the teacher, as well as student and teacher access to resources such as textbooks, workbooks, videos, listening CDs, CD–ROMs and language labs. When planning instruction, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:
Outside Influences

These include social, economic, cultural and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can influence the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual’s second language acquisition. Elements such as previous knowledge and experiences with the first language, Ukrainian or other languages can have a significant impact on a student’s future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student’s aptitude for learning languages, as well as the student’s motivation, attitude toward learning the language and learning preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors that Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in junior high school settings:

Instructional Time

Consistent exposure to the target language through all four parts of language skill/proficiency—listening, reading, speaking and writing—is necessary for second-language acquisition to occur with adolescent learners. The amount of time spent learning a second language also impacts linguistic development. Research shows that fluency in a second language is not attainable with a mere 95 hours of language instruction per year for a period of six years; a greater amount of instructional time is needed for functional bilingualism to occur. With this in mind, it is essential for the second language teacher to focus on communicative activities that promote fluency as often as possible. The teacher also needs to encourage students to seek opportunities outside of the classroom to use the language; e.g., watching movies in Ukrainian, or with Ukrainian subtitles, or dining at restaurants.
**Aptitude**

Second-language acquisition is influenced by the personal nature of the learner. While it is clear that every student is born with an inherent aptitude for different kinds of learning, those with strong cognitive traits such as risk-taking, verbal communication and music abilities seem to display greater aptitude for learning a second language. While educators cannot influence how much aptitude a student has, they can use other factors to motivate and engage the learner.

**Timing**

Research has found that second-language acquisition differs according to the age of the learner. The learning process follows a different pattern when the learner begins at the age of 5, 15 or 25. Researchers argue that the critical learning periods marked by puberty change the way in which learning a second language is processed in the brain. Younger learners acquire both grammar and pronunciation “naturally,” while older adolescents and adults show tendencies of using conscious, analytical thinking skills to understand and be able to apply grammatical concepts. Nevertheless, the learner’s brain after puberty still shows flexibility and plasticity as the student consciously learns new vocabulary and semantics of language. Since the stage of brain development and puberty play a role in language learning, classroom teachers may find that younger learners (elementary and some early Grade 7 learners) are able to acquire language by merely listening and repeating while the older (late Grade 9 learners) need to have explanations of language function followed by examples and opportunities to apply the concepts in guided situations.

Second language teachers need to plan their lessons accordingly. For younger learners, it is recommended to expose the student to the language as much as possible without causing stress. Teaching vocabulary and basic grammar can be done informally in the second language as it is absorbed by the learner. It is recommended, however, to teach more complex grammatical structures in the native language to avoid stressing the learner. A similar example involves pronunciation. Younger learners are able to learn how to enunciate words more accurately with less effort in comparison to older learners. Educators who emphasize perfect pronunciation with older learners can cause more stress, which can inhibit these learners from taking risks and trying to use new vocabulary. It is argued that the greater the emphasis the educator puts on accurate use of language, the less fluent the learner becomes in a given time. Educators who concentrate on the use of language for communicating a message as a whole end up promoting fluency over accuracy.

**Motivation**

Students’ readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents, teachers and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

**Planning**

In her research, Tokuhama-Espinosa found that learners in families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan be in place to implement a language and culture program.
**Consistency**

Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.

**Opportunity**

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community and by participating in relevant extracurricular activities.

**Linguistic Relationship among Languages**

The target language and those in which the students are already fluent may share a common historical root. If the student’s first language shares roots with the second language, the second language is easier to learn because of similarities in grammar, vocabulary and sound systems and because of the ease of transfer of first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.

**Gender**

There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.

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**Multiple Intelligences and Second Language Learning**

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

**Gardner’s Types of Intelligence**

- **Linguistic Intelligence**: The ability to read, write and communicate with words.
- **Logical-mathematical Intelligence**: The ability to calculate, detect patterns, reason deductively and think logically.
- **Visual-spatial Intelligence**: The ability to master position in space. This intelligence is used by architects, painters and pilots.
- **Kinesthetic Intelligence**: The ability to coordinate bodily movements.
- **Musical Intelligence**: The capacity to recognize and compose musical pitches, tones and rhythms.
Interpersonal Intelligence: The capacity to understand the intentions, motivations and desires of other people. This intelligence allows people to work effectively with others.

Intrapersonal Intelligence: The ability to know one’s inner feelings, wants and needs, and the capacity to understand oneself and to appreciate one’s feelings, fears and motivations.

Naturalist Intelligence: The ability to learn by exploring nature. This intelligence enables human beings to recognize, categorize and draw upon certain features of the environment.

The Possible Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).
### Gardner’s Multiple Intelligences

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Students learn best by:</th>
<th>Teacher’s Planning Questions</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td><strong>Linguistic</strong></td>
<td>verbalizing, hearing and seeing words</td>
<td>How can I use the spoken or written word?</td>
<td>creative writing</td>
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<td>formal speech</td>
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<td>humour or telling jokes</td>
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<td>impromptu speaking</td>
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<td>journal or diary keeping</td>
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<td>oral debate</td>
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<td>poetry</td>
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<td>storytelling</td>
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<td><strong>Logical-mathematical</strong></td>
<td>conceptualizing, quantifying and thinking critically</td>
<td>How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?</td>
<td>puzzles</td>
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<td>logic games</td>
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<td>abstract symbols and formulas</td>
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<td>calculation</td>
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<td>deciphering codes</td>
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<td>finding patterns</td>
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<td>graphic organizers</td>
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<td>number sequences</td>
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<td>outlining</td>
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<td>problem solving</td>
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<td><strong>Visual-spatial</strong></td>
<td>drawing, sketching and visualizing</td>
<td>How can I use visual aids, visualization, colour, art or metaphor?</td>
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<td>creating videos</td>
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<td>active imagination</td>
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<td>colour schemes</td>
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<td>designs and patterns</td>
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<td>painting pictures</td>
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<td>sculpture/model</td>
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<td><strong>Kinesthetic</strong></td>
<td>dancing, building models and engaging in hands-on activities</td>
<td>How can I involve the whole body or use hands-on experience?</td>
<td>physical games</td>
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<td>body language</td>
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<td>dancing—folk or creative</td>
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<td>drama/acting</td>
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<td>role-playing</td>
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Gardner’s Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, Nebraska K–12 Foreign Language Frameworks (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.
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</table>
| **Musical**  | singing, chanting and playing background music while learning | How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework? | • chanting  
• humming  
• rapping  
• listening to music  
• music performance  
• music creation  
• rhythmic patterns  
• singing  
• tonal patterns  
• vocal sounds and tones |
| **Interpersonal** | working with another person or a group of people | How can I engage students in peer sharing, cooperative learning or large group simulation? | • peer assessment  
• collaboration skills  
• cooperative learning  
• empathy practices  
• group projects  
• intuiting others' feelings  
• listening  
• person-to-person communication  
• teamwork/division of labour |
| **Intrapersonal** | relating to a personal feeling or an inner experience | How can I evoke personal feelings or memories or give students choices? | • self-assessment  
• reflective writing  
• guided imagery  
• focusing/concentration skills  
• higher-order reasoning  
• metacognition techniques  
• silent reflection methods  
• telling about feelings  
• telling about thinking  
• thinking strategies |
| **Naturalist** | observing, classifying and appreciating | How can I relate the students' learning to the physical world? | • discovering, uncovering  
• observing, watching  
• forecasting, predicting  
• planting  
• comparing  
• displaying  
• sorting and classifying  
• photographing  
• building environments |
Brain Research and Second Language Learning

Brain-based learning theory asserts that all humans are born with the ability to learn. “Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain’s rules for meaningful learning and organizing teaching with those rules in mind” (Caine and Caine 1994, p. 4).

**Learning and the Brain**

Evidence reveals that the brain is more flexible than previously thought. Recent findings suggest that while some functions of the brain are fixed at birth, others are shaped by experience and learning (Genesee 2000). Mechelli et al. (2004) also found that the brain’s structure changes according to the environment it finds itself in. According to Sousa (2006), learning a second language enhances learning and mental competency in all subject areas as well. Furthermore, signs of cortical development in the performance of motor tasks after learning new words were seen in a study by Karni et al. (1995). The cortical map can even change in adulthood as a result of an enriched environment or learning experience (Randall 2007). It goes without saying that teaching can make a difference in brain development, and teachers should not give up on older learners (Karni et al. 1995). Another advantage of learning a second language is that learning something new helps the brain develop by building new neural pathways and connections (Caine and Caine 1994).

**Teaching with the Left and Right Brain in Mind**

Teaching with the left and right hemispheres of the brain in mind is not enough. The two halves do not operate separately. The brain system interacts together as a whole with the external world. A requirement of brain-based instruction is making connections within the brain and between the brain and the outside world (Genesee 2000).

When learning happens, the brain works the left and right hemispheres, receiving input from multiple external sources such as auditory, visual, spatial and motor. In other words, both hemispheres work parallel to each other (Genesee 2000). Parallel processing, also known as brainswitching, is the act of playing with language by switching back and forth from the left to the right hemisphere of the brain. Two examples of this technique are the total physical response (TPR) and a conversation with an imaginary friend in a second language (Asher 2001).

In sum, children cannot be categorized as exclusively left-brained or right-brained learners.

**Critical Period**

A sensitive period exists, usually extending up to puberty, when the brain is especially receptive to learning languages; beyond this point, the ability decreases. According to Asher (2001), students acquire near-native accent if they learn a language at a young age, usually before puberty, and they can acquire many languages with excellent pronunciation before Grade 8 if they are provided with a stress-free environment. Jean Piaget found that puberty is the most critical stage for language learning (Brown 1994, pp. 52–53), and some research suggests that the “window of opportunity”
Plasticity of the brain is the highest during childhood (Hadley 2002), and as the brain develops, it is more difficult to acquire a second language (Brown 1994). Skehan (1998, p. 234) refers to the importance of the learner’s memory capacity, which declines after a certain age, starting in adulthood, and adulthood marks a decrease in incremental learning (Gullberg and Indefrey 2006).

Children process language information in a different region of the brain than adults and this explains why learning a second language for them is easier and faster (Multhaup 1998). When children learn a language, the same part of the brain responsible for automatic brain function or “deep motor area” is what children use; therefore, language becomes second nature to them (Hadley 2002). The information and skills in the deep motor area of the brain are set during early childhood and this area closes at about 18 years of age. For this reason, adults do not think automatically in another language as children do, even as children are unaware that they are learning a second language (Brown 1994).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let children take time to “simmer.” There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).

2. **Link learning**: “The more you link, the more you learn” (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.

3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

4. **Teaching from the bottom up and the top down**: Teaching and learning can be done from the bottom up (simple to complex) and from the top down (complex to simple). Brain research shows that the brain can process complex information as well as lower information simultaneously (Sousa 2006).

5. **Children learn languages naturally**: Children have the ability to learn and excel in the pronunciation of a foreign language (Krashen 1982). Acquiring language is effortless for a young child since it is learned naturally (Armstrong and Rogers 1997).

6. **A second language improves other subject areas**: Acquiring a foreign language early in life is not detrimental to basic skills, but rather shows positive results in areas of standardized testing (Armstrong and Rogers 1997). Children who study a second language score higher on verbal standardized tests conducted in English as well as on math and logic skills than children with just one language (Met 1998).

7. **Cognitive development is increased**: Children who participate in a foreign language show greater cognitive development in areas such as mental flexibility, creativity, divergent thinking and higher order thinking skills (Hakuta 1990).

8. **Self-image improves**: Studying a foreign language improves self-esteem and a sense of achievement in school (Caine and Caine 1994).
9. **Children become multicultural:** Children who study a foreign language acquire a sense of cultural pluralism, openness and appreciation of other cultures (Met 1998). Children maintain family heritage, culture and language by learning a second language (Hakuta 1990).

Sample strategies to support brain-based learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, “equality” in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process, through reflection and metacognition, what and how they have learned.
- Account for individual learning preferences.
- Engage learners in tasks that require both the right and left hemispheres of the brain, such as using the total physical response method to teach a grammar concept (Caine and Caine 1994).
- Teach with topics that are interesting to students and enable them to associate language with the specific context at hand. Let the students make connections to the world around them, and introduce topics that are important and interesting (Hadley 2002).
- Teach vocabulary in a real-life context to improve acquisition (Hakuta 1990).
- Provide a rich learning environment that will contribute to motivation (Multhaup 1998, p. 88).
- Encourage students to play with the language in order to feel comfortable and to develop fluency (Asher 2001).
- Incorporate activities that encourage students to search for meaning behind terms, concepts and ideas (Sousa 2006).
- Present information in context so that the learner can identify patterns and connect with previous experiences (Archibald 2000).
- Create an atmosphere that is low in threat and high in challenge (Caine and Caine 1994).

Language learning is a natural process; it can be done without intervention. By understanding how the brain learns naturally, language teachers can increase their success in the classroom. Although brain research does not specify what to teach, how to organize complex sequences of teaching, or how to work with students with special needs, it complements teachers’ own understanding about learning based on practical and classroom-based research (Genesee 2000).
Bloom’s Taxonomy

Bloom’s Taxonomy is a model that focuses on six levels of complexity in the thinking processes. The six levels of the original model have recently been revisited and revised to reflect a more accurate explanation and description of actions in the taxonomy. One major change is that the six major categories are now in verb form. Since the taxonomy reflects different forms of thinking and since thinking is an action, verbs are now used to more accurately reflect the spirit of the taxonomy. Another difference is the renaming of the former “Knowledge” category to “Remembering.” Lastly, “Comprehension” is now “Understanding” and “Synthesis” changed to “Creating” in order to better reflect the nature of the thinking described by each category. All of the changes help to make the taxonomy a more authentic tool. Understanding and Remembering are the lower or more concrete levels of thinking. Creating, Evaluating and Analyzing represent higher or more complex levels of thinking. Applying, which falls just below the higher levels, can be less or more complex depending on the task.
<table>
<thead>
<tr>
<th>Creating (Putting together ideas or elements to develop an original idea or to engage in creative thinking.)</th>
<th>Actions</th>
<th>Products</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing</td>
<td>Film</td>
<td>Write an alternative ending to a story</td>
<td></td>
</tr>
<tr>
<td>Constructing</td>
<td>Story</td>
<td>Predict consequences if historical events were altered</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>Project</td>
<td>Write titles for a play, a story or an article</td>
<td></td>
</tr>
<tr>
<td>Producing</td>
<td>Plan</td>
<td>Write headlines in newspaper style on current issues in a Ukrainian-speaking country</td>
<td></td>
</tr>
<tr>
<td>Inventing</td>
<td>New game</td>
<td>Predict future events</td>
<td></td>
</tr>
<tr>
<td>Devising</td>
<td>Song</td>
<td>Write a diary for an imaginary trip</td>
<td></td>
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<tr>
<td>Making</td>
<td>Media product</td>
<td>Extend a story</td>
<td></td>
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<tr>
<td></td>
<td>Advertisement</td>
<td>Hypothesize reactions to different situations based on Ukrainian cultural beliefs</td>
<td></td>
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<tr>
<td></td>
<td>Painting</td>
<td>Compose a poem, a skit, a role-play or an advertisement</td>
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<tr>
<td></td>
<td></td>
<td>Create hypothetical real-world situations in Ukrainian culture</td>
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<tr>
<td></td>
<td></td>
<td>Create an infomercial</td>
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<table>
<thead>
<tr>
<th>Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria.)</th>
<th>Actions</th>
<th>Products</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking</td>
<td>Debate</td>
<td>Evaluate solutions to cultural dilemmas</td>
<td></td>
</tr>
<tr>
<td>Hypothesizing</td>
<td>Panel</td>
<td>Express and justify opinions on creative Ukrainian cultural products</td>
<td></td>
</tr>
<tr>
<td>Critiquing</td>
<td>Report</td>
<td>Give and support opinions on issues</td>
<td></td>
</tr>
<tr>
<td>Experimenting</td>
<td>Evaluation</td>
<td>Evaluate TV shows, movies or cartoons</td>
<td></td>
</tr>
<tr>
<td>Judging</td>
<td>Investigation</td>
<td>Write an editorial, giving and supporting an opinion</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td>Verdict</td>
<td>Express the pros and cons of policies</td>
<td></td>
</tr>
<tr>
<td>Detecting</td>
<td>Conclusion</td>
<td>Give and support a decision in a mock trial</td>
<td></td>
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<tr>
<td>Monitoring</td>
<td>Persuasion</td>
<td>Write an ambassador with suggestions for the resolution of a real-world problem</td>
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<tr>
<td></td>
<td>Speech</td>
<td>Justify, in Ukrainian, decisions of what sites to visit</td>
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<tr>
<td></td>
<td></td>
<td>Read an editorial newspaper, respond and send the response</td>
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<td></td>
<td></td>
<td>Evaluate Web pages as sources of information in Ukrainian</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyzing (Breaking information down into its component elements.)</th>
<th>Actions</th>
<th>Products</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing</td>
<td>Survey</td>
<td>Identify elements of a particular literary form</td>
<td></td>
</tr>
<tr>
<td>Organizing</td>
<td>Database</td>
<td>Analyze the lyrics of popular songs to compare two cultures’ perspectives</td>
<td></td>
</tr>
<tr>
<td>Deconstructing</td>
<td>Abstract</td>
<td>Compare points of view found in two editorials</td>
<td></td>
</tr>
<tr>
<td>Attributing</td>
<td>Report</td>
<td>Analyze a story, a poem and other authentic material</td>
<td></td>
</tr>
<tr>
<td>Outlining</td>
<td>Graph</td>
<td>Analyze a scene from the Ukrainian culture</td>
<td></td>
</tr>
<tr>
<td>Structuring</td>
<td>Spreadsheet</td>
<td>Find evidence to support an opinion</td>
<td></td>
</tr>
<tr>
<td>Integrating</td>
<td>Checklist</td>
<td>Compare own customs with Ukrainian customs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chart</td>
<td>Conduct a survey and analyze the results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outline</td>
<td>Analyze typical foods of a Ukrainian-speaking country for nutritional value</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Identify the best route to a historic site in a Ukrainian-speaking country</td>
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<tr>
<td></td>
<td></td>
<td>Play the role of a tourist who bargains in Ukrainian</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lower-order thinking</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Products</strong></th>
<th><strong>Learning Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applying</strong></td>
<td>Implementing Carrying out Using Executing</td>
<td>Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal</td>
<td>• Dub cartoons or television shows  • Instruct others to prepare a Ukrainian cultural dish step-by-step  • Produce questions with correct pronunciation  • Apply a cultural custom to a real-life situation in a Ukrainian-speaking country  • Interview classmates on their daily activities  • Plan a menu for occasions typical of Ukrainian culture  • Make shopping lists for various Ukrainian cultural or social events  • Apply rules of cultural protocol for dining in a Ukrainian-speaking country  • Apply gestures learned to an authentic situation  • Apply reading strategies to understand authentic texts</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Interpreting Exemplifying Summarizing Paraphrasing Classifying Comparing Explaining</td>
<td>Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline</td>
<td>• Arrange lines of dialogue  • Fill out authentic forms in Ukrainian  • Listen for sequence  • Explain the “What? Who? Where? When? How? Why?”  • Describe scenes from a video presentation  • Describe pictures from a Ukrainian-speaking country  • Define words  • Listen to and paraphrase in English a conversation in Ukrainian  • Draw pictures from verbal descriptions of a Ukrainian cultural scene or object  • Understand text written in Ukrainian</td>
</tr>
<tr>
<td><strong>Remembering</strong></td>
<td>Recognizing Listing Describing Identifying Retrieving Naming Locating Finding</td>
<td>Quiz Definition Fact Worksheet Test Label List Workbook Reproduction</td>
<td>• Arrange lines of dialogue  • Fill out authentic forms in Ukrainian  • Listen for sequence  • Explain the “What? Who? Where? When? How? Why?”  • Describe scenes from a video presentation  • Describe pictures from a Ukrainian-speaking country  • Define words  • Listen to and paraphrase in English a conversation in Ukrainian  • Draw pictures from verbal descriptions of a Ukrainian cultural scene or object  • Understand text written in Ukrainian</td>
</tr>
</tbody>
</table>
**Benefits of Second Language Learning**

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic, cultural, economic and cognitive benefits of learning other languages. The last two decades have seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

**Personal Benefits**

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature and other texts, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation of the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one’s own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there’s something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

**Cognitive Benefits**

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

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**Academic Benefits**

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students’ reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written language faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By age five, bilingual children are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

**Societal Benefits**

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta’s and Canada’s economic competitiveness abroad, maintain Alberta’s and Canada’s political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.
Chapter 2
Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the primary reference for teachers as they plan for student learning.

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The General and Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.
Alignment

Many school jurisdictions are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher’s professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The Ukrainian Language and Culture: 9-year Program Guide to Implementation, Grade 7 is designed to assist teachers as they plan for and implement the Grade 7 portion of the Ukrainian Language and Culture Nine-year Program, Grades 7–8–9 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are suggestions only. They are provided to stimulate ideas and to help teachers envision and plan an effective Ukrainian classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for specific outcomes from Grade 7. These activities and assessment strategies are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Ukrainian language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning. Opportunities for authentic learning moments (e.g., interviews with or presentations by guests speaking the target language, field trips) or for simulated authentic situations (e.g., shopping trips, the preparation of an authentic dish) should be provided.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.
**Instructional Time**

Language and culture programs of study are developed based on a recommended 95 hours of instructional time per grade level, or a suggested 150 minutes per week. This is 10 percent of the total instructional time.

When planning for instructional time in the Ukrainian language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Ukrainian language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

**Class Groupings**

Many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

**Ukrainian Program Collaboration**

Effective Ukrainian language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Ukrainian-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized by establishing networks of communication with local high schools offering congruent language programs, by being aware of employment opportunities that require a second language or by engaging in activities with languages/classes from other schools.

**Materials**

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Ukrainian speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

**Tips for Choosing Appropriate Instructional Materials**

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.
Planning for Professional Development

Teaching in the Ukrainian language and culture program demands a broad range of knowledge and skills, both in the Ukrainian language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Ukrainian language and to continuously improve their teaching skills.

Ukrainian language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Ukrainian culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students’ motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates’ learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Ukrainian language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Ukrainian print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community
• using contextualized vocabulary presentations and visuals, such as pictured vocabulary, videos and charts
• emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
• scaffolding complex tasks to facilitate the learning of abstract concepts.

Planning Considerations

Prior Language Experience

The Ukrainian Language and Culture Nine-year Program, Grades 7–8–9 assumes that students have had three years of continuous, articulated instruction in Ukrainian language and culture. There may be students in the program who have Ukrainian language experience in settings outside of the classroom; e.g., at home, with extended family, in the community. A few individuals may choose to begin the program in junior high school, knowing that beginning the nine-year program at this time will be a challenge. Some of these late-starting students already have second language competency, perhaps in Ukrainian or in a language related to Ukrainian. These students may learn Ukrainian more quickly and easily than those who began their study of Ukrainian in Grade 4.

To meet students’ diverse language backgrounds, skills and varying language learning needs in the classroom, teachers should first assess students’ language levels and then differentiate instruction as necessary.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Ukrainian Language and Culture Nine-year Program, Grade 4 to Grade 12, is to have students use Ukrainian for a variety of purposes in a variety of situations, Ukrainian should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities be done in English, such as students’ reflective writings and learning logs or the delivery of relatively complex instructions or explanations.
Choice of Topics and Tasks

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

Opportunities for Ukrainian Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Ukrainian language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Ukrainian language learning through meaningful contact with fluent speakers of the Ukrainian language and authentic texts, such as Ukrainian-language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Ukrainian language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Ukrainian language skills. Such school-sponsored activities as Ukrainian language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of Ukrainian language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.
Plan with an Applications Focus

The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students’ language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Ukrainian language and culture learning. When planning, keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to the achievement of the program learning outcomes.

Applications is the driver, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver’s seat.

Language Competence is the passenger who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the rules of the road are adhered to and interprets various road signs for Applications.

Global Citizenship considers what the outside world is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.

Strategies is the troubleshooter. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure everyone in the car knows what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.
Plan for Strategic Learning

Teachers should plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for language learning, language use and general learning should be explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Integrate Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Ukrainian song involves outcomes from the Applications, Language Competence, Global Citizenship and Strategies components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample, Grade 7

Activity
Divide students into groups and have each group choose a Ukrainian-speaking community. Students gather information about traditional meals and dishes of that community and organize the information in a KWL chart (see Appendix C: Graphic Organizers). Students then reorganize the information into subtopics and create a cookbook that illustrates the key information and includes several sentences in Ukrainian that describe the traditional meals and dishes of the community.

Applications
A–5.2 gather and organize information
   a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Language Competence
LC–3.2 written production
   a. produce a variety of short, simple written texts in guided situations

Global Citizenship
GC–1.4 diversity within Ukrainian culture
   a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts

Strategies
S–3.1 cognitive
   a. identify and use a variety of cognitive strategies to enhance general learning
Identify Instructional Strategies

To help students achieve selected outcomes from the program of studies and to best meet the needs of students, teachers need to use specific instructional strategies. Teachers choose a planning approach that suits their needs: thematic, task- or project-based, or a combination. The activities teachers develop or select need to fit with selected teaching and learning strategies and the specific outcomes targeted.

Identify Assessment Tools

A variety of assessment tools, ranging from informal observation to formal tests, should be planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of the student in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Ukrainian language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multi-age and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment; e.g., community in Grade 7, relationships in Grade 8, social events in Grade 9.
**Task- or Project-based Approach**

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practice of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Ukrainian language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another. For example, students could develop an itinerary for a week-long trip to a Ukrainian-speaking city or country, plan a budget for one week’s worth of shopping expenses, or order a three-course meal in a restaurant.

**Effective tasks and projects:**
- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.
<table>
<thead>
<tr>
<th>Cognitive Complexity</th>
<th>Less Difficult</th>
<th>More Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>describing</td>
<td>sequencing</td>
<td>choosing</td>
</tr>
<tr>
<td>classifying</td>
<td>identifying principles</td>
<td>assessing/evaluating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>one speaker</td>
<td>two speakers</td>
<td>three speakers</td>
</tr>
<tr>
<td>familiar topic</td>
<td>unfamiliar topic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>taking short turns</td>
<td>taking long turns</td>
<td></td>
</tr>
<tr>
<td>familiar, sympathetic conversation partner</td>
<td>unfamiliar, uninvolved individual or group</td>
<td></td>
</tr>
<tr>
<td>familiar topic, well organized</td>
<td>new topic or experience, not well organized</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Type</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>description</td>
<td>instructions</td>
<td>storytelling</td>
</tr>
<tr>
<td>few elements, properties, relationships, characters, factors</td>
<td>many elements, properties, relationships, characters, factors</td>
<td></td>
</tr>
<tr>
<td>ample contextual support (e.g., titles and subtitles, pictures or diagrams)</td>
<td>little contextual support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>simple</td>
<td>complex</td>
<td></td>
</tr>
<tr>
<td>less interpretation required (information is explicit)</td>
<td>more interpretation required (information is implicit)</td>
<td></td>
</tr>
<tr>
<td>redundant (information is repeated in different ways)</td>
<td>no redundancy (information is given only once)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Type</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>one-way transfer of information</td>
<td>two-way exchange of information</td>
<td></td>
</tr>
<tr>
<td>convergent</td>
<td>divergent</td>
<td></td>
</tr>
<tr>
<td>concrete, “here and now”</td>
<td>abstract, different time or place</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td>less</td>
<td></td>
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</tbody>
</table>
Year Plans

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when content will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, a year plan should be one or two pages that clearly and concisely outline topics and skills on a timeline. A year plan should also address integrated units of instruction and combined grade teaching.

Unit Plans

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- “What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?” (p. 128).
Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

<table>
<thead>
<tr>
<th>WHAT I WILL USE</th>
<th>PLANNING TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are students expected to learn?</td>
<td>Program of studies outcomes</td>
</tr>
<tr>
<td>What evidence will I accept of that learning?</td>
<td>Achievement goals, indicators,</td>
</tr>
<tr>
<td></td>
<td>exemplars</td>
</tr>
<tr>
<td>How will I design instruction for effective learning</td>
<td>Teaching and learning strategies,</td>
</tr>
<tr>
<td>by all students?</td>
<td>resources</td>
</tr>
</tbody>
</table>

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students’ demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions

General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:
- be written to “uncover” the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the “flow” of the unit.

For example, specific unit questions such as the following could support the general unit question, “How do patterns, inconsistencies and misunderstandings inform our understandings?“:
- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

**Tips for Developing a Unit Plan**

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Ukrainian and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.
Unit Planning Checklist

Have I ...

- selected the specific outcomes I wish to focus on in this unit?
- provided a rationale for the unit?
- planned for appropriate assessment for learning and assessment of learning techniques?
- considered individual student needs, interests and abilities?
- considered the relevance of this unit to students’ lives outside school, their language and learning experiences in other subjects and their continued language development?
- identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- selected interesting, useful and varied resources to support this unit?
- included a variety of instructional strategies, language experiences and activities?
- provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- allowed for flexibility and adaptation of the plan in response to student needs?
- provided opportunities for student input and collaborative decision making?
- considered possible unit extensions and applications?
Sample Unit Plan

**Student Activities:**
- Learn vocabulary related to recycling and the environment
- Create a poster about recycling in your school
- Create a cheer about recycling
- Create recycle boxes for your classroom
- Play games, using commands
- Create a slogan about recycling

**Outcomes:**

- **Applications:** 1.1a; 3.1a; 3.2a; 5.1a; 5.2a; 5.3a
- **Language Competence:** 1.1a; 1.2a; 1.4a,c; 2.1a; 2.2a; 3.1a; 3.2a; 3.4a; 4.1a
- **Global Citizenship:** 3.1a
- **Strategies:** 1.1a; 1.2a; 1.3a; 2.1a; 2.2a; 2.3a; 3.1a

**Lesson Topics:**
- Adverbs of location and direction
- Vocabulary necessary for recycling
- Noun–adjective agreement

**Lesson Topics:**

- Ten 40-minute classes

**Addressing Learner Diversity:**
- Pair up mixed-ability students during group work
- Keep criteria for the activities posted in the classroom
- Have students set personal learning goals through self-assessment
- Ask students experiencing difficulties in language to create the recycle boxes only

**Unit Focus:**

- Grade 7
- How to Recycle

**Learning Strategies:**
- Focus on Language Use Strategies during poster work
- Focus on Cognitive Strategies during games and vocabulary practice
- Focus on Metacognitive Strategies during learning log reflection

**Assessment:**
- Peer assessment
- Self-assessment
- Rubric for grading the posters (created by students)
- Learning logs for reflection on strategies used
- Accuracy of language on the posters and boxes and in the cheer

**Duration:**

- Ten 40-minute classes

**Unit Focus:**

- Grade 7
- How to Recycle
Lesson Plans

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students’ prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?
Lesson Planning Checklist

Does my lesson plan ...

☐ identify and address specific learning outcomes?

☐ ensure student awareness of learning outcomes?

☐ involve students in learning activities within meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?

☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?

☐ engage students in using assessment information to improve their learning?

☐ maximize student use of Ukrainian through meaningful student-to-student communication?

☐ include differentiated instructional strategies to meet the needs of all learners?

☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?

☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.
Sample Lesson Plan

Lesson Title: Activities with My Friends

Date and Class: January 11, 2010, Class 7B

Outcomes Addressed:

Applications: A–1.1a provide information on several aspects of a topic / A–4.1a initiate and participate in informal exchanges with classmates

Language Competence: LC–1.1a identify and reproduce some critical sound distinctions that are important for meaning / LC–2.3a manage simple, routine interactions, asking for repetition or clarification when necessary / LC–4.1a identify polite and socially appropriate language in specific situations

Global Citizenship: GC–1.1a formulate questions about elements of Ukrainian culture beyond their immediate community / GC–1.3a apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

Strategies: S–2.1a identify and use a variety of interactive strategies to enhance language use / S–2.3a identify and use a variety of productive strategies to enhance language use

Materials Required:

Flash cards, photographs or pictures showing a variety of appropriate activities for adolescents. Video recording and viewing equipment (optional).

Teaching and Learning Activities:

With students, brainstorm various social activities of interest to them; e.g., sports, going out, club meetings, shopping.

Students circulate and ask one another in Ukrainian what their favourite social activities are. Encourage students to remember nonverbal communication associated with social activities.

After a few minutes, ask students to offer their favourite activity and a classmate’s favourite activity. Я люблю співати, а Орест любить грати в теніс.

Once students have had sufficient time for their interactions, consider allowing different student groups to present their conversations to the class. Extend this activity to include information on when, where and/or with whom students do the activities.
**Differentiation of Instruction:**

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows a group of students discussing their social activities.

**Opportunity for Assessment:**

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a and A–4.1a during their conversations.
Chapter 3
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. Strategies help learners know what to do, how to do it, when to do it and why doing it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- practice in making meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- tools and encouragement to self-monitor, self-correct, and reflect on and assess their own learning.
Students need to develop proficiency using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need to:

- know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- know what steps are involved in the strategy’s procedure
- know when the strategy should be used so that they can ensure transfer to other scenarios
- know how to adjust the strategy to fit their particular purposes
- practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

Possible student learning strategies are listed for many of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Ukrainian language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Ukrainian language and culture classroom: language learning strategies, language use strategies and general learning strategies.

**Language Learning Strategies**

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: cognitive, metacognitive and social/affective.
Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: interactive, interpretive and productive.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one’s lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements, and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: cognitive, metacognitive and social/affective. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Ukrainian language.
**Cognitive general learning strategies** are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

**Metacognitive general learning strategies** are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Ukrainian) and assessing their own learning.

**Social/affective general learning strategies** are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn concepts.

### Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to students and are demonstrated and practiced by students over time, they can produce long-lasting, significant improvements in the students’ abilities to construct meaning, acquire language and achieve the Ukrainian language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

#### Tips for Teaching a New Learning Strategy

1. **Explain the strategy, discussing its purpose and the tasks for which it is most useful.**
2. **Model the strategy, “thinking aloud” so that students can observe the process.** This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. **Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.**
4. **Provide an immediate opportunity for students to use the strategy in the context of their own work.** As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. **Review the strategy by modelling it again, this time with students monitoring and prompting.**
6. **In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.**
7. **Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery.** Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. **Discuss with students how the strategy can be used beyond the language and culture classroom.**
Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to use a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Interpretive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use mental images to remember new information</td>
<td>Listen selectively based on purpose</td>
</tr>
<tr>
<td>Look for patterns and relationships</td>
<td>Determine the purpose of listening</td>
</tr>
</tbody>
</table>

♦ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing “rr.” The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

♦ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which “sound category” (e.g., “rr” or “r”) they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.
Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

Cognitive
- Group together sets of things—vocabulary, structures—with similar characteristics
- Look for patterns and relationships

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., “I know the word and to fill in the missing sound I need to add the letter ‘a.’” “This sentence doesn’t make sense unless I put the word ‘and’ in it.”). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:

Social/Affective
- Seek the assistance of a friend to interpret a text

Interpretive
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Letter-level Cloze

Select high frequency words from students’ oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a “do now” activity.

Word-level Cloze

Select sentences from students’ reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.
**Tips for Cloze Activities**

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.

2. Choose or write a text appropriate to the students’ level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.

3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.

4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.

5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

**Cooperative Learning Activities**

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students’ respect for, and understanding of, one another’s abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a “guide on the side.”

**Possible Student Learning Strategies:**

- **Social/Affective**
  - Initiate and maintain interaction with others
  - Work cooperatively with peers in small groups
  - Work with others to solve problems and get feedback

- **Interactive**
  - Interpret and use a variety of nonverbal cues to communicate
  - Repeat part of what someone has said to confirm mutual understanding
**Tips for Cooperative Learning Activities**

1. Create small, diverse groups to allow students to learn from one another’s strengths and abilities.

2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.

3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.

4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

**Brainstorm Carousel**

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates information on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the “carousel” approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a particular coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

**Corners**

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.
**Example**

When discussing friends and activities, place a symbol representing a different season in each corner of the room—a snowflake, an autumn leaf, a spring flower, a bright sun. Ask a question such as: Which is your favourite season and why?

Students move to the season corner that represents their favourite season. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

**Eight Square**

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

<table>
<thead>
<tr>
<th>Find someone who can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>name 3 social activities in Ukrainian</td>
</tr>
<tr>
<td>name three body parts in Ukrainian</td>
</tr>
<tr>
<td>name four different types of stores in Ukrainian</td>
</tr>
<tr>
<td>sing you a simple song in Ukrainian</td>
</tr>
<tr>
<td>identify a difference between his or her first language and Ukrainian</td>
</tr>
<tr>
<td>name two modes of transportation in Ukrainian</td>
</tr>
<tr>
<td>name three items of clothing in Ukrainian</td>
</tr>
<tr>
<td>name a strategy for remembering new vocabulary</td>
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</tbody>
</table>
Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Ukrainian culture–related Internet sites they found useful and interesting.

Inside–outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

Each student is given a picture card with an illustration of an item from a lexical field, such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students’ home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the “expert” on that role for the group.
The experts on the same role from each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.

Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of learning.

**Tip for Jigsaw Activities**

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

**Numbered Heads**

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

**Round Robin**

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

**Example**

Students are grouped into fours and asked to name an activity they enjoy doing with their friends. Students take turns until each one has named three activities. Each student could then be asked to identify his or her favourite activity of the three.
Talking chips is a cooperative learning strategy that can be used effectively during group discussion with junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group’s circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).
Demonstration

Demonstration allows for discussion and modelling of particular skills or processes that help students acquire procedural knowledge; e.g., taking students step by step through the writing process or a particular learning strategy.

**Possible Student Learning Strategies:**

**Interpretive**
- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

**Example**

Demonstrate how to make a traditional pot of borscht, how to play the bandura, how to introduce a friend to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with **who**, **what**, **where**, **when** or **how**.

**Possible Student Learning Strategies:**

**Interpretive**
- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

**Chalkboard List**

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, these students form a new group and move on to the next activity.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>3. Lais</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
**Pairing Up Partners**

Partners can find each other by following a matching process. Use sets of cards with categories such as:
- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

**Random Groups**

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:
- one’s birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards
- parts of the body
- foods
- stores and what one buys there.

**Gallery Walk**

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others’ work, including representations, and process the content in preparation for further discussion or consensus building.

**Tips for Gallery Walk Activities**

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.

2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.

3. Students review their observation notes and then make individual lists of what they think are the most important observations.

4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.

5. Each pair of students finds another pair of students and negotiates a common list for that group.

6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.
Games

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games that involve the whole class, small groups, partners and individuals (games that are suitable for both teacher direction and independent use). Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played in second language classrooms are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to ten short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get the lettuce, tomatoes, cucumbers and peppers out of the refrigerator.
- I wash all the vegetables.
- I shred the lettuce with my hands.
- I cut the tomatoes into small pieces.
- I cut the cucumber.
- I cut the cucumber into slices.
- I cut the peppers into strips.
• I toss the vegetables.
• I add dressing on my salad.
• I eat my salad.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Graphic Organizer Activities

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices and use organizers effectively; e.g.,
• use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
• use a compare and contrast map, such as a Venn diagram, for comparing and contrasting family traditions or when comparing and contrasting two versions of a story.

Possible Student Learning Strategies:

Cognitive
• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
• Look for patterns and relationships
• Use available technological aids to support language learning

Social/Affective
• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

For more information and blank templates … Appendix C
Brainstorming Webs

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming
1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others’ ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Ukrainian may not be possible until students develop a level of proficiency that allows them to express their ideas.

Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students’ oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures and visuals or with Ukrainian words, phrases or sentences.

Decision Making (PMI Chart)

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix C.

Decision Making (What I Have, What I Need)

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.
**Idea Builders**

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

**KWL Charts**

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **Know** about the topic. In the second column, students write a list of questions they **Want** to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **Learned** about the topic.

**Tips for Using KWL Charts**

1. Students read or listen to a text or watch a visual presentation. List on the board, under “what we Know,” information students know or think they know about a selected topic. Next list questions students want to answer about the topic under “what we Want to know.”

2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under “what we Want to know.”

3. After the investigation, students identify what they learned, and that information is listed under “what we Learned.” Students complete the activity by contrasting the information listed under “what we Learned” with that listed under “what we Want to know.”

4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

**Mind Maps**

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

**Story Maps**

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students understand story elements and plot development and remember story content.
Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or the board in chart form or in the form of a story map.

2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.

3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

Triple T-chart

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

Venn Diagram

A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix C.

Y-charts

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:

```
Healthy Living; e.g., a good eating plan

Feels Like
- sour
- spicy

Sounds Like
- water boiling
- barbecuing
- slurping fruits
- crunching vegetables

Feels Like
- filling
- warm
- cold
- sweet

Looks Like
- colourful
- different shapes
- visual foods
- fresh
```
Group Roles

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

**Checker**
Ensures that everyone understands the work in progress.

**Encourager**
Encourages everyone in the group to contribute, and offers positive feedback on ideas.

**Materials Manager**
Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group’s work.

**Observer**
Completes a checklist of skills and strategies used by the group.

**Questioner**
Seeks information and opinions from other members of the group.

**Recorder**
Keeps a written record of the work completed.

**Reporter**
Reports on the group’s work to the rest of the class.

**Timekeeper**
Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

**Random Roles**
Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

**Group Assessment**
There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students’ control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Group Assessment: Adapted from Spencer Kagan, “Group Grades Miss the Mark,” *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.
Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students’ cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. To promote student learning and to improve students’ social skills, he also suggests asking students to set their own goals and to use self-assessment.

**Independent Study**

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved with another strategy.

**Possible Student Learning Strategies:**

**Cognitive**
- Find information, using reference materials such as dictionaries or textbooks

**Metacognitive**
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly
- Keep a learning log
- Make choices about how you learn

**Tip for Independent Study**

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

**Information Gap Activities**

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

**Possible Student Learning Strategies:**

**Social/Affective**
- Work with others to solve problems and get feedback on tasks

**Interactive**
- Indicate lack of understanding verbally or nonverbally
**Information Gap Activity Example**

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. The activity could use a basic question structure and the vocabulary associated with the objects found in a classroom, e.g., shopping, ordering in a restaurant.

2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Ukrainian to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.

3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

**Interviews and Surveys**

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to collect information from a defined sample of people in order to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

**Possible Student Learning Strategies:**

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

**Tips for Interviews and Surveys**

1. **Prepare:** Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.

2. **Plan:** Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.

3. **Collect Data:** The interview/survey is conducted in the manner agreed upon; e.g., in-person interview, survey by phone or e-mail, survey on paper.

4. **Organize and Display Data:** Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.

5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.
Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., the questions and answers necessary when eating out, shopping or travelling. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions

Excuse me, teacher! Can you help me, please?
Excuse me, can anybody help me?
Hello! I need help, please.
Hey you! Help me.
Help!

Example B: Classroom Permission

May I go to the washroom, please?
May I get some water, please?
May I go to the library, please?
May I go to the office, please?
May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive
- Group together sets of things—vocabulary, structures—with similar characteristics
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

Productive
- Use words that are visible in the immediate environment
A learning log is usually a single notebook with various sections that provides places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Ukrainian and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Ukrainian and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students’ Ukrainian use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways the journal can be used, so students understand the process and the purpose.

**Tips for Learning Logs**

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section) — perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.
Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activities?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:
Metacognitive
- Reflect on learning tasks with the guidance of the teacher
- Reflect on the listening, speaking, reading and writing process
- Keep a learning log
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons
Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:
Cognitive
- Listen attentively

Metacognitive
- Listen or read for key words
- Be aware of the potential of learning through direct exposure to the language

Turn and Talk
Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. Specify the organizer that best suits the topic or the content of the lesson, or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.
Reading Instructional Strategies

Author's Chair

During author’s chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author’s efforts.

2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic (i.e., recognizing letters and their sounds), syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate students’ interest in books and reading.
Readers’ Theatre

In readers’ theatre, students read aloud from existing scripts, adapted scripts or scripts they have written themselves. The performance requires minimal costumes, props or sets, and the texts do not have to be memorized. Readers’ theatre, however, is very effective in the classroom as it does the following:

- It requires the students to truly understand the text in order to find the mood, action and characterization of the story.
- It develops skills such as cooperation and risk taking.
- It develops oral skills such as pronunciation, articulation, projection and expression.
- It provides an opportunity for all levels of students to participate, as roles can be of varying lengths and difficulties.
- It develops writing skills if students write their own scripts or adapt existing stories, poems or plays.
- It improves listening skills, as students must know when it is their turn to read and what action they are to perform.
- It develops imagination and creativity, as students, not the set, costumes or props, must create the story in the minds of the listeners.
- It creates less anxiety, as the whole text does not need to be memorized.
- It allows casting that is not gender specific, as one reader can perform several roles or even become animals or things.
- It permits large roles, such as the narrator, to be shared by more than one student.

Tips for Readers’ Theatre Activities

1. Choose an existing script. These are not easy to find in Ukrainian so you will have to adapt a story or a poem for the class. It is wise to choose a story that has a clear plot, with actions or descriptions that can be easily mimed, well defined characters and a good balance between narration and dialogue and that allows for a fairly equitable participation by all students.

2. Put each script into a 3-hole folder. As the scripts can be used as props, ensure that the colour, design and size of the folders do not detract from the story.

3. When the roles are cast, ask each reader to highlight his or her lines with a highlighter.

4. Have all performers, except the narrator, sit on a stool, preferably one that rotates to aid entrances and exits. Narrators often stand with their script placed on a music stand or a podium.

5. Train the readers to use offstage focus when they read. This involves their looking out at the audience and reading towards an imaginary spot located in the centre of and slightly above the heads of the audience. If the students use onstage focus and do it poorly, they merely look like actors who have not memorized their lines. Offstage focus also cuts down on giggling by adolescents who are looking at each other. Offstage focus forces the readers to read well enough to create the story in the mind’s eye of the audience. Narrators can either face the audience or the actors depending on what they are saying.

6. Have students get into groups and rehearse their text. Circulate and assist in the direction of the production; student directors can also be used. Remind students to listen carefully to the narrator and to mime the actions or descriptions he or she is reading. Ask the readers to find a character for their role as well as a voice, a body stance etc. in order to make their personage come alive for the audience even though they are merely sitting on a stool and reading.
7. Entrees and exits of characters are easily made by turning on the stools, especially if one student is playing several roles. A back to the audience indicates that the character is not present at that time. Organize as well an orderly entrance and exit of all readers on the stage or playing area.

8. Be especially vigilant to ensure that the scripts in their folders do not distract from the reading by being opened or closed unnecessarily, by being dropped etc.

9. After some experience with prepared scripts, students (especially those whose knowledge of Ukrainian may be slightly more advanced) can be asked to adapt stories or write their own scripts.

10. Share the performances with others.

11. Enjoy the experience!

A variation on the traditional approach to readers’ theatre is to consider using a VoiceThread. VoiceThread is a free online tool (http://voicethread.com) that allows users to upload a document or image and use the record feature to perform the readers’ theatre. This online tool has positive implications for second language learners.

**Shared Reading**

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter–sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

**Storytelling**

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

An alternative to conventional storytelling is to use digital storytelling. There is an abundance of emerging storytelling tools that can be used in the second language classroom. For example, the StoryTools Web site (http://cogdogroo.wikispaces.com/StoryTools) provides a list of 50 open source storytelling tools that are easy to use when presenting a story.
© Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

**Possible Student Learning Strategies:**

**Interpretive**
- Use gestures, intonation and visual supports to aid comprehension
- Listen or look for key words

**Productive**
- Use nonverbal means to communicate

**Tips for TPR Storytelling**

1. **Practise and Teach Vocabulary:** Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.

2. **Produce and Practise Vocabulary:** Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.

3. **Perform a Story:** Narrate a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.

4. **Review the Story:** Ask students for their interpretations of the story they have just performed.

5. **Retell and Revise (Advanced):** Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.

6. **Create Original Stories (Advanced):** Students prepare and act out original stories, using the selected vocabulary.

**Reflective Discussions**

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

**Research Projects**

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.
A research model can be used to provide students with a framework for organizing information about a topic.

**Possible Student Learning Strategies:**

**Cognitive**
- Use previously acquired knowledge to facilitate a learning task
- Use available technological aids to support language learning
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

**Interpretive**
- Prepare questions or a guide to note information found in a text

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**Role-play**

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or an imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else’s shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

**Possible Student Learning Strategies:**

**Metacognitive**
- Rehearse or role-play language

**Productive**
- Use knowledge of sentence patterns to form new sentences

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**Tips for Role-play**

1. **Outline the Situation:** Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.

2. **Provide Time:** Give students time to explore/research their characters’ backgrounds, beliefs, habits and opinions before they actually perform the role-play.

3. **Teacher Involvement:** Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.

4. **Reflection:** Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.
**Sharing Circle**

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students’ participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles be discussed prior to the first sharing circle, such as “accept all ideas,” “do not insult anyone,” “ask questions if you don’t understand,” “be sure to be able to see all members of the circle.”

**Tips for Sharing Circle Activities**

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

**Sketch to Stretch**

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

**Tips for Sketch to Stretch**

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and can experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

**Slim Jims**

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.
Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students’ comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

Flash Cards

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side by side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive

- Use mental images to remember new information
- Memorize new words by repeating them silently or aloud
- Place new words or expressions in a context to make them easier to remember
Making Words

Make word cards for long or difficult words by dividing the words into short syllables (e.g., ви ко ну ба ти). In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:

| Metacognitive | Make a plan in advance about how to approach a learning task
|               | Evaluate your performance or comprehension at the end of a task
| Cognitive     | Look for patterns and relationships

Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students’ own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students’ reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students’ learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a picture, a cognate, an example of its correct usage or a translation if necessary.

Possible Student Learning Strategies:

| Cognitive | Place new words or expressions in a context to make them easier to remember
| Metacognitive | Check copied writing for accuracy

Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:

| Cognitive | Group together sets of things—vocabulary, structures—with similar characteristics
| Productive | Use words that are visible in the immediate environment
**Portable Word Pockets**

Create an extra copy of each word posted on the word wall and store these extra copies in an envelope or pouch under a heading (e.g., parts of the body, foods, clothing). Encourage the students to use these words for sorting activities or for reference.

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**Using Technology in the Classroom**

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. While computer-assisted language learning has been used for years by language teachers to supplement face-to-face language learning, there recently has been a plethora of emerging assistive technologies that are web-based and open-sourced; i.e., anyone can change or share them, and they are widely available. These Web 2.0 tools have greatly added to the list of ICT skills and processes that have typically been addressed by technology in the classroom.

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**Current ICT Skills and Processes Addressed by Technology in the Classroom**

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting
- communicating information
- conversing with students in other classes
- connecting
- building community

The recent development of Web 2.0 tools has shifted the paradigm from “learning from technology” to “learning with technology.” Effective use of Web 2.0 tools, e.g., blogs, wikis, Skype, podcasting, can increase a language learner’s ability to collaborate and communicate in the target language. These tools can provide opportunities for students to hone their use of vocabulary and can extend students’ working understanding of the target language by allowing them access to more authentic environments and contexts within which to practise the language. The ICT skills and processes that students develop through the use of Web 2.0 tools and other technology in the classroom can be related to learning strategies included in the program of studies.
<table>
<thead>
<tr>
<th>ICT Skills and Processes</th>
<th>Learning Strategy Examples</th>
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<td>• find information, using reference materials</td>
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<tr>
<td>• classifying and organizing</td>
<td>• group together sets of things—vocabulary, structures—with similar characteristics</td>
</tr>
<tr>
<td>• summarizing and synthesizing</td>
<td>• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember</td>
</tr>
<tr>
<td>• collaborate</td>
<td>• collaborate with students on language learning projects regardless of geographical distance</td>
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<td>• connect with students in target language communities</td>
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<tr>
<td>• build community</td>
<td>• build networks of students who have similar needs and interests</td>
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**ICT Curriculum in Ukrainian Language and Culture Classrooms**

Ukrainian language and culture students meet communication outcomes from the ICT curriculum as they access information in Ukrainian through the Internet and as they exchange information and seek support for, and validation of, their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Ukrainian language and culture students meet foundational operations and knowledge outcomes by using ICT tools in appropriate ways and by understanding what tools are best for specific tasks. For example, by using a Web 2.0 tool like SlideFlickr (http://www.slideflickr.com) to present a language project, students demonstrate knowledge of a specific tool or technology and use it in an effective way; e.g., students can create and embed Flickr slide shows. Students can provide a written or an audio accompaniment on a topic that is of personal interest to them. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Ukrainian, they also provide opportunities for teachers and students to expand communication horizons that bring cultures and worlds together. Digital tools and applications such as blogs, wikis, videoconferencing, podcasts, Skype, mailing list servers and discussion boards are particularly effective in this regard.
Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration. Activities in this guide have been written so that those which incorporate ICT tools can easily be adjusted to meet the various realities of Alberta classrooms. Teachers are in the best position to judge which ICT tools will be most effective in their classrooms. Teachers should consider carefully the amount of time and effort required to achieve a stated outcome within an activity, and then focus on two to three tools per grade. Consistent practice will help students become comfortable with the tools.

Teacher-oriented Integration

As teachers face the challenges of meeting students’ diverse needs and creating the best possible learning experiences for students, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT, and Internet-based technologies in particular, contribute to students’ active participation in learning tasks and have great potential to enhance and extend the principles of good language instruction. Online journals, blogs, personal Web sites and shared content through digital devices are not just examples of how students can use technology for learning, they are also ways in which teachers can modify and adapt traditional language activities so as to harness the potential that Web 2.0 tools have to offer. The traditional exchanging of letters between students can be modified by using a tool such as ePals (http://www.epals.com). Students in Alberta can connect with Ukrainian-speaking students in Mexico and Latin America online at http://yourwebapps.com and engage in real-time group discussions. For live, conversational language speaking opportunities, videoconferencing and Skype are two tools students can use.

Web 2.0 tools like blogs, wikis, podcasts, Skype and videoconferencing provide students with opportunities to:
- connect with others outside the classroom and inside the target language–speaking area
- reach a wider audience through online publishing
- link with others who have similar needs and interests, thereby increasing their chances of engaging in meaningful conversation in the target language and enriching the connection to the community of the target language
- use scaffolding to enhance learning and to solve problems
- provide feedback, reflection and revision
- build global and local communities.
The following chart illustrates how various technologies can be used in the classroom to help students achieve specific outcomes for Grade 7 from the program of studies.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Specific Outcomes (Grade 7)</th>
<th>Integration Suggestions—Using Technology in the Classroom</th>
</tr>
</thead>
</table>
| **word processing** | LC–1.3a. use a range of words and phrases within a variety of lexical fields S–2.3a. identify and use a variety of productive strategies to enhance language use | • Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.  
• Students can use the following online tools to create, collaborate and communicate:  
  - Blogger [https://www.blogger.com](https://www.blogger.com)  
  - Blogger in the Classroom [http://tinyurl.com/29qdtb](http://tinyurl.com/29qdtb)  
  - Zoho Wiki [http://tinyurl.com/2su83u](http://tinyurl.com/2su83u)  
  - PBWiki [http://pbwiki.com](http://pbwiki.com)  
  - Google Docs [http://tinyurl.com/2zktwe](http://tinyurl.com/2zktwe)  
  - Google Docs & Spreadsheets in the Classroom [http://tinyurl.com/3cc58n](http://tinyurl.com/3cc58n)  
  - Google Sites [http://sites.google.com](http://sites.google.com)  
  - Google Page Creator in the Classroom [http://tinyurl.com/2ul59s](http://tinyurl.com/2ul59s)  
  - Online Word Processing [http://tinyurl.com/yqzne4](http://tinyurl.com/yqzne4) |
| **spreadsheets** | A–2.1a. inquire about and express agreement/disagreement | • Students ask one another about their food preferences and create a spreadsheet to display the information.  
Google Docs [http://tinyurl.com/2zktwe](http://tinyurl.com/2zktwe)  
Google Docs & Spreadsheets in the Classroom [http://tinyurl.com/3cc58n](http://tinyurl.com/3cc58n) |
<table>
<thead>
<tr>
<th>Technology</th>
<th>Specific Outcomes (Grade 7)</th>
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</tr>
</thead>
</table>
| **draw/paint/graphic applications** | A–6.2a. use Ukrainian creatively and for aesthetic purposes  
S–2.3a. identify and use a variety of productive strategies to enhance language use | • Students create collages and other artwork, using electronic graphics and text.  
• Students use web-based mind mapping tools to brainstorm ideas using Ukrainian:  
  - Gliffy [http://www.gliffy.com](http://www.gliffy.com)  
  - Mindmeister [http://www.mindmeister.com](http://www.mindmeister.com)  
  - Mindomo [http://mindomo.com](http://mindomo.com) |
| Internet                    | GC–2.3a. identify how cultural influences affect individuals  
S–1.1a. identify and use a variety of cognitive strategies to enhance language learning | • Students search the Internet for information on Ukrainian culture worldwide, then share the information in group presentations. |
| e-mail                      | A–4.1a. initiate and participate in informal exchanges with classmates                    | • Students exchange e-mails with students from another Ukrainian language and culture class in Canada or with Ukrainian-speaking students from around the world.  
• Students collaborate and communicate with their peers in other countries.  
  (E-mail offers many opportunities for social interaction using the Ukrainian language.)  
  - Gmail [http://www.gmail.com](http://www.gmail.com)  
| multimedia applications     | LC–1.3a. use a range of words and phrases within a variety of lexical fields  
S–2.3a. identify and use a variety of productive strategies to enhance language use | • Students use a CD-ROM Ukrainian/English dictionary to look up words.  
• Students create their own videos.  
  In addition to Windows Movie Maker and Mac’s iMovie:  
  - Photo Story Tutorials and Tips [http://tinyurl.com/2xneae](http://tinyurl.com/2xneae) |
<table>
<thead>
<tr>
<th>Technology</th>
<th>Specific Outcomes (Grade 7)</th>
<th>Integration Suggestions—Using Technology in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>clip art/media</td>
<td>LC-5.2a. recognize a variety of text forms delivered through a variety of media.</td>
<td>• Students examine a variety of Ukrainian media clips.</td>
</tr>
<tr>
<td>clips</td>
<td></td>
<td>• Students access online videos from YouTube, Google Videos and TeacherTube and use them to teach Ukrainian and to extend their understanding of the language.</td>
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<tr>
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<td><a href="http://www.youtube.com">http://www.youtube.com</a></td>
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<td><a href="http://www.teachertube.com">http://www.teachertube.com</a></td>
</tr>
</tbody>
</table>

The technological devices and tools listed in the chart above can be used to enhance existing lesson plans and can be used as a basis for lesson plans. Ideally, many activities that incorporate ICT tools should be long-term; i.e., half a year/year-long projects that different students can add to over time. Such projects allow for more passive students to practise, gain self-confidence and participate meaningfully. Again, it is the teacher who will decide how best to use ICT tools in lesson planning.
Web Links

LearnAlberta.ca

LearnAlberta.ca provides digital resources to support the Kindergarten to Grade 12 curriculum in Alberta. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Teachers in Alberta who hold an active and valid professional certificate can create a personal teacher account by selecting the “Sign Up” link at the top right-hand corner of the LearnAlberta.ca homepage. To complete the sign-up process, teachers will require a jurisdictional username and password for LearnAlberta.ca, a professional certificate number, and access to an e-mail account.

Other Web Links

The following Web links are provided as added sources of information to teachers on an “as is” basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites’ content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.hotpot.uvic.ca
- http://www.skype.com
- http://www.quizstar.com
- http://www.abcteach.com
- http://www.quizmaker.com
- http://teach-nology.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.brainpop.com/
- http://www.vcalberta.ca
- http://www.oomroom.ca
Cognitive strategy instruction may be especially useful when working with students with special education needs, but it can be equally useful for students at all levels and abilities.

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.
Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities for students to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.

- Provide strategy instruction consistent with the student’s current knowledge and skill level.

- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.

- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer the strategy to different but related tasks (Gagné and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production and with generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.
1. **Include a sociocultural component in classroom instruction.**
   - Show authentic films or video clips, and play culturally relevant music.
   - Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. **Develop students’ cross-cultural awareness.**
   - Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
   - Use culturally rich teaching ideas and activities.
   - Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. **Develop students’ self-confidence and decrease anxiety.**
   - Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
   - Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
   - Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students’ experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
   - Provide examples and descriptors of accomplishment. Point out the students’ successes.

4. **Help students increase their success.**
   - Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
   - Match the difficulty of tasks to students’ abilities so that students can expect to succeed if they put in a reasonable effort.
   - Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Ukrainian words every week.
   - Teach students learning and communication strategies, as well as strategies for problem solving.

5. **Increase students’ interest and involvement in tasks.**
   - Design or select varied and challenging activities. Adapt tasks to students’ interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
• Use imaginative elements that will engage students’ emotions.
• Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
• Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
• Break the routine by periodically changing the interaction pattern or seating plan.
• Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.
• Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
• Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
• Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
• Connect tasks with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level programs of study.

Students’ special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.
**Individualized Program Plans (IPPs)**

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student’s classroom teacher, will contain information about the student’s strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student’s learning team and should participate in the IPP process by providing feedback on the student’s individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student’s IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student’s special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in grades 7 to 9.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student’s paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

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For more information...


Differentiated Instruction

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term “differentiation” embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students’ individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students’ current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Ukrainian to get things done (Applications); however, while most students are making and responding to suggestions (Grade 7), some students could work on giving and responding to advice and warnings (Grade 8), while other students could make and respond to suggestions or requests in formal situations (Grade 9).

2. Overlapping Instruction

In overlapping instruction, some or all of a student’s outcomes for the instructional activity are drawn from sources other than the standard subject-area program of studies and are based on goals identified in that student’s IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal...
of using pictorial symbols to express basic requests within the classroom, while the other students use Ukrainian vocabulary to do the same task.

3. Additional Instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

Program Planning for Differentiation

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. Identify underlying concepts.

Identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concepts, taking into consideration the level at which they are working.
2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction:

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student’s current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different-coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

The following chart shows examples of different modes of student practice.

<table>
<thead>
<tr>
<th>Verbalize</th>
<th>Write</th>
<th>Create</th>
<th>Perform</th>
<th>Solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>oral report</td>
<td>research papers</td>
<td>diorama</td>
<td>simulation</td>
<td>puzzles</td>
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<tr>
<td>panel discussion</td>
<td>poems</td>
<td>collage</td>
<td>role-play</td>
<td>problems</td>
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<tr>
<td>debate</td>
<td>essays</td>
<td>painting</td>
<td>drama</td>
<td>riddles</td>
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<td>games</td>
<td>stories</td>
<td>model</td>
<td>pantomime</td>
<td>games</td>
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<tr>
<td>brainstorming</td>
<td>diaries</td>
<td>pictograph</td>
<td>puppet show</td>
<td>brain teasers</td>
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<tr>
<td>oral questions</td>
<td>plays</td>
<td>mural</td>
<td>radio</td>
<td>teasers</td>
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<tr>
<td>and answers</td>
<td>cookbooks</td>
<td>bulletin board</td>
<td>commercials</td>
<td>charades</td>
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<tr>
<td>interviews</td>
<td></td>
<td>games</td>
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</table>
4. **Choose strategies for assessment and evaluation.**

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students’ needs and abilities.

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**Using Collaborative Learning**

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students’ feelings of responsibility for classmates and encourage strategic learning by capitalizing on students’ natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

**Reflection**

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

**Social Skills**

Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).

**Accountability**

Create situations in which each group member is accountable for his or her learning, and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).

**Variety**

Use a variety of different groupings and activities. See Chapter 3 “Cooperative Learning Activities” for some sample collaborative groupings and activities.
Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:
- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. **Create structure to focus attention.**
   - Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
   - Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
   - Limit materials on desks or in work spaces.
   - Keep instructional group sizes as small as possible.
   - Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

2. **Give cues when students are to shift their attention.**
   - Keep tasks short and specific, and give only one instruction at a time. For example, say: “Read the first paragraph.” After it has been read, instruct: “Now answer question one.”
   - Provide a list of tasks to be completed and have students check off each task as it is completed.
   - Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.
3. **Allow time for movement.**

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.

- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.

- Arrange nondistracting ways for students to move while involved in desk work. For example, replace a student’s chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. **Encourage students to maintain focus and mental energy.**

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.

- Create guidelines for good listening skills and review these guidelines frequently; e.g., “Show me ‘listening.’ Eyes on speaker. Pencils down. Hands on desk.”

- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.

- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.

- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.

- Place a time limit on homework. If middle school students are typically spending more than ninety minutes a night on homework, this may be counter-productive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

5. **Use low-key cues to correct inappropriate behaviour.**

- Post reminders on students’ desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.

- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
• Use coloured file cards with key messages, such as “talk in a low voice” or “keep working.” If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. **Encourage students to attend to instructions.**

• Enforce a “no pencils in sight” rule during class instruction and discussion times.

• Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.

• Ask students to repeat instructions in their own words to a partner or the teacher.

• Ask students to work through a few questions and then check their work. For example, say: “Do the first five and then raise your hand and we’ll check them together to make sure you are on the right track.”

• Hand out worksheets one at a time, when possible.

• Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

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**Strategies for Students with Memory Difficulties**

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information for the long term. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

• be unable to remember colours and shapes despite repeated instruction

• be unable to recall information despite extensive studying

• frequently lose their belongings

• have problems remembering daily routines despite regular exposure

• have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. **Use instructional techniques that support and enhance memory skills.**

• Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.

• Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
• Write down the main points on an overhead or on the board when giving verbal instructions.

• Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.

• Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.

• Use language that is familiar.

• Provide cues that will help students recall details.

2. **Integrate memory aids into each learning activity.**

• Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.

• Teach students to make lists of reminders regularly and to note dates for assignments on a calendar.

• Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. **Provide multisensory cues to make information and skills easier to remember.**

• Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.

• Use visual cues, such as colour coding, photograph and drawing sequences, charts and videos.

• Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.

• Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

4. **Set up classroom organizational systems and routines for easier access of information and materials.**

• Label class supplies and class work. Encourage students to use folders and binders with different colours, labels and pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.

• Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.

• Build procedures into the day for recording information in day-timers or assignment books.
• Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students’ desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or in their notebooks.

• Tape simple cue cards of daily class routines on the students’ desks.

5. **Teach students strategies for memorizing specific pieces of information.**

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a sheet of paper to make four columns.

2. They copy target vocabulary words in English in the first column.

3. They write the Ukrainian words for each of the vocabulary words in the second column.

4. Students check their answers, correct mistakes and fill in missing words.

5. They fold back the first column so the English words are not visible and practise translating the other way. Looking at each of the Ukrainian words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.

6. Students repeat this process to translate the words back into Ukrainian in the fourth column. A completed practice page might look like this:

<table>
<thead>
<tr>
<th>mother</th>
<th>мама ✓</th>
<th>father</th>
<th>батько ✓</th>
<th>brother</th>
<th>брат ✓</th>
</tr>
</thead>
</table>

---

**Strategies for Students with Listening Difficulties**

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language, and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.
Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. **Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:**

   - Прошу повторити? (Could you repeat that, please?)
   - Я не розумію. (I don’t understand.)
   - Вибачте. (Pardon me?)
   - Що значить _____? (What does _____ mean?)
   - Прошу знову повторити? (Could you say that again, please?)
   - Що ти хочеш сказати?/Що ти маєш на увазі? (What do you mean?)

2. **Present information in a “listener-friendly” way; for example:**

   - reduce distractions for students
   - clearly communicate expectations
   - provide students with some form of organizer at the beginning of class
   - consistently review and encourage the recall of previously presented information
   - use cue words and phrases to signal important information
   - use transitional phrases to cue and signal the organization of information
   - highlight important information
   - vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
   - present information in many different ways
   - repeat important ideas and concepts by rephrasing and using multiple examples
   - write important ideas, key concepts and vocabulary on the board
   - use visual aids and objects to support the concepts and information that are presented
   - provide examples and non-examples of concepts
   - frequently check for understanding
   - provide students with opportunities to discuss concepts with a partner or in a small group
   - provide students with opportunities to work with and practise new skills and concepts
   - create time for reflection at the end of the class
   - briefly review the important concepts at the end of the class, and preview what will be happening the next class.
3. **Model and practise active listening strategies in class.**

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:
1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

### Strategies for Students with Reading Difficulties

Research suggests that a student’s first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. **Create extra support for students with reading difficulties.**
   - Pair readers who are less able with competent readers and have the pairs read and complete assignments together.
   - Provide students with picture dictionaries to help them find and remember vocabulary.
   - Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.
2. **Teach students specific reading strategies.**

- Have students use text-content strategies, such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.

- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.

- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking “Does this make sense to me?”

- Have students use strategies for dealing with unfamiliar vocabulary, such as the “Read Around” strategy:
  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Think: “What word would fit here?”
  4. Try out a word in the sentence. Does this word sound right? Does this word make sense?
  5. Look at the picture for a clue, if there is one.
  6. Ask someone.
Chapter 5
Students Who Are Gifted

Chapter Summary
Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels. Students who are gifted can often be a challenge for teachers, but these students have significant potential for achieving excellence.
**Common Intellectual Characteristics of Students Who Are Gifted**

<table>
<thead>
<tr>
<th>Trait or Aptitude</th>
<th>Behavioural Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Intellectual Achievement</strong></td>
<td>• Takes great pleasure in intellectual activity.</td>
</tr>
<tr>
<td></td>
<td>• Has high aspirations.</td>
</tr>
<tr>
<td></td>
<td>• Easily grasps new ideas and concepts and understands them more deeply than same-aged peers.</td>
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<tr>
<td></td>
<td>• Easily memorizes facts, lists, dates and names.</td>
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<td></td>
<td>• Enjoys playing challenging games and making elaborate plans.</td>
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<tr>
<td></td>
<td>• Appears bored or impatient with activities or people.</td>
</tr>
<tr>
<td><strong>Motivation and Interest</strong></td>
<td>• Requires little external motivation to follow through on work that initially excites.</td>
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<tr>
<td></td>
<td>• Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.</td>
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<tr>
<td></td>
<td>• Develops interests independently.</td>
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<tr>
<td></td>
<td>• Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another.</td>
</tr>
<tr>
<td></td>
<td>• Asks a lot of questions—one after another.</td>
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<tr>
<td></td>
<td>• Asks tough questions about abstract ideas like love, relationships and the universe.</td>
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<tr>
<td></td>
<td>• Has a great deal of energy and may need constant stimulation.</td>
</tr>
<tr>
<td><strong>Verbal Proficiency</strong></td>
<td>• Talks early and pronounces words correctly from the start.</td>
</tr>
<tr>
<td></td>
<td>• Develops a large and advanced vocabulary, and uses complex sentence structures.</td>
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<td></td>
<td>• Makes up elaborate stories.</td>
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<td></td>
<td>• Enjoys memorizing and reciting poems and rhymes.</td>
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<tr>
<td></td>
<td>• Teaches himself or herself to read.</td>
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<tr>
<td></td>
<td>• Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.</td>
</tr>
<tr>
<td><strong>Problem-solving Ability</strong></td>
<td>• Thinks logically, given appropriate data.</td>
</tr>
<tr>
<td></td>
<td>• Uses effective, often inventive strategies for recognizing and solving problems.</td>
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<tr>
<td></td>
<td>• Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working.</td>
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<tr>
<td></td>
<td>• Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm.</td>
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<tr>
<td></td>
<td>• Extends prior knowledge to solve problems in new situations or applications.</td>
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<tr>
<td></td>
<td>• Creates new designs and inventions.</td>
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<tr>
<td></td>
<td>• Shows rapid insight into cause-and-effect relationships.</td>
</tr>
<tr>
<td>Trait or Aptitude</td>
<td>Behavioural Examples</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Logical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td>• Enjoys counting, weighing, measuring and categorizing objects.</td>
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<tr>
<td>• Loves maps, globes, charts, calendars and clocks.</td>
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<tr>
<td>• Prefers his or her environment to be organized and orderly.</td>
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</tr>
<tr>
<td>• Gives (or demands) logical, reasonable explanations for events and occurrences.</td>
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<tr>
<td>• Comes up with powerful, persuasive arguments for almost anything.</td>
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<tr>
<td>• Complains loudly if he or she perceives something as unfair or illogical.</td>
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</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways.</td>
<td></td>
</tr>
<tr>
<td>• Uses materials in new and unusual ways.</td>
<td></td>
</tr>
<tr>
<td>• Has lots of ideas to share.</td>
<td></td>
</tr>
<tr>
<td>• Creates complicated plays and games, or adds new details and twists to stories, songs, movies and games.</td>
<td></td>
</tr>
<tr>
<td>• Responds to questions with a list of possible answers.</td>
<td></td>
</tr>
<tr>
<td>• Escapes into fantasy and appears to have trouble separating what is real from what is not.</td>
<td></td>
</tr>
<tr>
<td>• Goes off in his or her own direction rather than following instructions.</td>
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</tr>
<tr>
<td>• Spends a lot of time daydreaming or thinking, which may be perceived as wasting time.</td>
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</tr>
<tr>
<td>• Makes up elaborate excuses or finds loopholes to evade responsibility for his or her own behaviours.</td>
<td></td>
</tr>
</tbody>
</table>
Common Affective Characteristics of Students Who Are Gifted

<table>
<thead>
<tr>
<th>Trait or Aptitude</th>
<th>Behavioural Examples</th>
</tr>
</thead>
</table>
| **Heightened Sensitivity** | • Experiences emotions strongly and may be emotionally reactive.  
• Reacts strongly and personally to injustice, criticism, rejection or pain.  
• Demonstrates, at an early age, an understanding and awareness of other people’s feelings, thoughts and experiences, and can be upset by other people’s strong emotions.  
• Is easily excited or moved to tears.  
• Appreciates aesthetics and is able to interpret complex works of art.  
• Shares feelings and ideas through one or more of the arts.  
• Is extremely observant and able to read nonverbal cues.  
• Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices).  
• May become unusually fearful, anxious, sad and even depressed.  
• Responds emotionally to photographs, art and music. |
| **Heightened Intensity** | • Is energetic and enthusiastic.  
• Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result.  
• Has strong attachments and commitments.  
• Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal.  
• Collects things.  
• Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest.  
• Appears restless in mind and body.  
• Gets easily frustrated and may act out. |
| **Perfectionism** | • Sets high (often unrealistic) expectations for himself or herself and others.  
• Is persistent, perseverant and enthusiastically devoted to work.  
• Gives up if his or her own standards are not met or if a mistake is made.  
• Is self-evaluative and self-judging.  
• Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance.  
• Becomes extremely defensive of criticism. |
| **Introversion** | • Has deep feelings and a complex inner life.  
• Is reflective and introspective.  
• Focuses on inner growth through searching, questioning and exercising self-corrective judgement.  
• Is knowledgeable about his or her own emotions.  
• Withdraws into himself or herself rather than acting aggressively toward others. |
**Trait or Aptitude** | **Behavioural Examples**
---|---
**Moral Sensitivity and Integrity** | • Is concerned about ethical issues at an early age.  
• Has strong moral convictions.  
• Is capable of advanced moral reasoning and judgement.  
• Places a strong emphasis on consistency between values and actions in himself or herself and others.  
• Is extremely aware of the world.  
• Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large).  
• Assumes responsibility for others and himself or herself.

**Sense of Humour** | • Makes up riddles and jokes with double meanings.  
• Makes up puns and enjoys all kinds of wordplay.  
• Plays the class clown.  
• Can be disruptive or get frustrated when others don’t “get it.”  
• Does not understand or seem to appreciate the humour of other students.

**Asynchronous Development**

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:
• may be more complex and intense than same-age peers  
• may feel incompatible with other students their age and with learning and recreational activities designed for their age group  
• appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child’s degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

**Implications for Learning and Teaching**

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties in relations with peers and authority figures, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students’ individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.
### Characteristic/Learning Need Chart

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Learning Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>unusual retentiveness</td>
<td>exposure to quantities of information</td>
</tr>
<tr>
<td>advanced comprehension</td>
<td>access to challenging learning activities</td>
</tr>
<tr>
<td>varied interests</td>
<td>exposure to a wide range of topics</td>
</tr>
<tr>
<td>high level of verbal skills</td>
<td>opportunities for in-depth reflection and discussion</td>
</tr>
<tr>
<td>accelerated pace of thinking</td>
<td>individually paced learning</td>
</tr>
<tr>
<td>flexibility of thought processes</td>
<td>challenging and diverse problem-solving tasks</td>
</tr>
<tr>
<td>goal-directed behaviours</td>
<td>longer time-spans for tasks</td>
</tr>
<tr>
<td>independence in learning</td>
<td>more independent learning tasks</td>
</tr>
<tr>
<td>analytical thinking</td>
<td>opportunities for higher-level thinking</td>
</tr>
<tr>
<td>self-motivation</td>
<td>active involvement in learning</td>
</tr>
<tr>
<td>emotional sensitivity</td>
<td>opportunities to explore and reflect on affective learning</td>
</tr>
<tr>
<td>interest in adult issues</td>
<td>exposure to real-world issues</td>
</tr>
<tr>
<td>holistic thinking</td>
<td>integrated approach to learning</td>
</tr>
<tr>
<td>avid reader</td>
<td>access to diverse materials</td>
</tr>
</tbody>
</table>

### Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student’s IPP will contain essential information about the student’s strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student’s learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student’s long-term goals and success across subject areas.

### Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

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How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure that individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 7 program of studies could move to the Grade 8 or Grade 9 class for Ukrainian.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

<table>
<thead>
<tr>
<th>Grade/Curriculum Focus</th>
<th>Whole Group Activity</th>
<th>Suggestion for Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- providing information on several aspects of a topic</td>
<td>- Using a vocabulary list, students work in groups of two or three to write a short script about friends travelling to a popular Ukrainian-speaking travel destination. They share a reading of their script with the class.</td>
<td>- Students interview community members who speak Ukrainian, and are familiar with a Ukrainian-speaking travel destination, write about what they learned from the interview, and then present what they have learned to the class.</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- developing reading skills in Ukrainian</td>
<td>- Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.</td>
<td>- Students read a story written above grade level and develop graphic organizers or answer questions on the story to illustrate comprehension.</td>
</tr>
<tr>
<td>Grade 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- exploring the use of language for fun and to interpret humour</td>
<td>- Students listen to or read a variety of traditional songs, folk tales or stories in Ukrainian.</td>
<td>- Based on their research and understanding of the language and culture, students develop a new song, folk tale or story and teach it to the class in Ukrainian.</td>
</tr>
</tbody>
</table>

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students’ thinking abilities and push students to engage more deeply in the content area.

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. For example, students may be provided with different ways to present a project; e.g., PowerPoint, Web pages, videos, posters or brochures, puppet shows, and live skits. Beyond this, some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instructional time. See the following sample menu.
Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or diagonal line. If you choose to use the “Your Idea” box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No  Teacher Initials______________
I agree to complete all three activities by ________________________________ (Date)

<table>
<thead>
<tr>
<th>DEMONSTRATE</th>
<th>PLAN</th>
<th>INTERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Ukrainian, demonstrate the preparation of a nutritious snack for the class and then share the results.</td>
<td>Plan a menu for a class party.</td>
<td>In Ukrainian, interview other students about their snacking habits. How do they try to make healthy choices?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>YOUR IDEA</th>
<th>SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research traditional foods enjoyed by Ukrainian speakers during major holidays.</td>
<td></td>
<td>In Ukrainian, develop a survey about students’ favourite lunch foods. Ask your classmates to complete the survey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPLAY</th>
<th>CREATE</th>
<th>EVALUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a display board that illustrates favourite foods of the class and that includes the Ukrainian words and phrases for each food.</td>
<td>Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Ukrainian. Use this set for role-playing—ordering in a restaurant, meeting new people or having a conversation in Ukrainian.</td>
<td>In Ukrainian, create a rubric to evaluate your performance on one of the other activities from this menu.</td>
</tr>
</tbody>
</table>
Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience beyond the classroom
- keeping a portfolio of results.

Independent studies help students move learning from being teacher-directed to being student-directed. With teacher support and coaching, students learn how to decide on a focus, develop a plan of action, follow the plan through and monitor their progress. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

For more information …

Appendix B Sample Independent Study Agreement
Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. The taxonomy can be used when contemplating learning opportunities for students who are gifted. Bloom proposes that at the most basic level people remember and understand. At higher levels people learn how to apply principles and to analyze, evaluate and create. Assuming that students have no background in a topic of investigation, they would move from remembering and understanding to applying before working with the higher-order skills of analyzing, evaluating and creating. The latter three levels are associated with critical thinking.

### Taxonomy of Thinking

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Activities</th>
<th>Sample Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering</strong></td>
<td>Ability to remember previously learned facts and ideas.</td>
<td>• tell • recite • list • memorize • remember • define • locate</td>
<td>workbook pages • quiz or test • skill work • vocabulary • facts in isolation</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Understand concepts and information.</td>
<td>• restate in own words • give examples • explain • summarize • translate • show symbols • edit</td>
<td>drawing • diagram • response to question • revision • translation</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
<td>Transfer knowledge learned from one situation to another.</td>
<td>• demonstrate • use guides, maps, charts, etc. • build • cook</td>
<td>recipe • model • artwork • demonstration • craft</td>
</tr>
</tbody>
</table>

**Illustrative Examples**

1. **Remembering**
   - Recite, in Ukrainian, the names of body parts (e.g., head, hand, finger).
   - List the ingredients of a simple recipe.

2. **Understanding**
   - Explain, in Ukrainian, how to play a game.
   - Demonstrate, using Ukrainian, how something works.

3. **Applying**
   - Interview a school volunteer who speaks Ukrainian.
   - Listen to a partner describe an object in Ukrainian and draw what the partner describes.

---

### Taxonomy of Thinking (continued)

**4. Analyzing**

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Activities</th>
<th>Sample Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing</td>
<td>Understand how parts relate to a whole. Understand structure and motive. Note fallacies.</td>
<td>investigate • classify • categorize • compare • contrast • solve</td>
<td>survey • questionnaire • plan • solution to a problem or mystery • report • prospectus</td>
</tr>
</tbody>
</table>

**Illustrative Examples**
- Choose an important vocabulary word in Ukrainian and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing and contrasting English and Ukrainian.

**5. Evaluating**

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Activities</th>
<th>Sample Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating</td>
<td>Establish criteria and make judgements and decisions.</td>
<td>judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique</td>
<td>decision • rating • editorial • debate • critique • defence • verdict • judgement</td>
</tr>
</tbody>
</table>

**Illustrative Examples**
- Listen to two short stories in Ukrainian and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an advertisement and then rate the effectiveness of three advertisements from a Ukrainian-language magazine.

**6. Creating**

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Activities</th>
<th>Sample Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Re-form individual parts to make a new whole.</td>
<td>compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine</td>
<td>lesson plan • song • poem • story • advertisement • invention • other creative products</td>
</tr>
</tbody>
</table>

**Illustrative Examples**
- Compose a song in Ukrainian.
- View a travel film for Ukraine, and plan activities for a seven-day vacation with your family.
Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Through mentorships, students can also share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.

2. Discuss with the students whether they would like to work with a mentor and, if so, what they would like to gain from the relationship.

3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.

4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.

5. Match mentors with students.

6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants’ roles and responsibilities.

7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.
Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Ukrainian to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.
Chapter Summary

About English Language Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

About English Language Learners

English language learners (formerly referred to as English as a second language [ESL] learners) are those students who first learned to speak, read and/or write a language other than English. English language learners may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.
**Canadian-born English Language Learners**

| First Nations, Métis and Inuit (FNMI) peoples | • may speak English, French, an FNMI language or a combination of languages in their homes and communities  
• can differ greatly from community to community  
• have skill in their first language, which influences further language learning that ranges from fluent to minimal  
• may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking |
| --- | --- |
| Francophone people | • come from within the province and from other areas of Canada  
• may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school |
| Hutterites, Mennonites or members of other religious groups | • attend school within their communities and learn English to meet the outcomes of the program of studies  
• have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials |
| Canadian-born children of immigrants | • have parents who may not speak English, limiting family support in schooling  
• in some cases, are born in Canada and return to their parents’ home country, only to return for schooling in Alberta at some later time |

**Foreign-born English Language Learners**

| Recently arrived immigrants | • make up a large group of English language learners in Alberta schools  
• may arrive at any time in the school year, and could be at any grade level  
• usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language |
| Refugees | • have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation  
• may not have wanted to leave their home countries  
• may be worried about family members who have been left behind  
• may have received little or no formal schooling and may have complex needs that go beyond learning English as a second language  
• may qualify for additional assistance from the federal government on arrival  
• may require assistance from government and from social and community agencies for several years |

**Challenges for English Language Learners**

• Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.

• Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.

• Students often learn the full Alberta curriculum while learning English.

• Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.
Cultural Considerations

The cultural and life experiences of each English language learner will differ from those of other English language learners and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students’ linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side by side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student’s background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves getting to know a new culture. By the time a child is 5 years old, the first culture is already deeply rooted in his or her value and belief systems. The first culture of English language learners influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, such action should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.
Some English language learners may only feel comfortable with male or with female teachers, depending on their customs and experiences. English language learners may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with parents or guardians and with students will help English language learners feel more comfortable in the school setting.

**Impact of Learning Preferences**

Like all students, English language learners have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty risking mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

**Other Learning Impacts**

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. English language learners may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

English language learners may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of English language learners also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure that there is mutual understanding of expectations.
Understanding Cultural Differences in Student Behaviour

Teachers working with English language learners should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, because of different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that English language learners may exhibit.

<table>
<thead>
<tr>
<th>Behaviour or Attitude</th>
<th>Possible Cultural Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student avoids eye contact.</td>
<td>Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.</td>
</tr>
<tr>
<td>The student tends to smile when disagreeing with what is being said or when being reprimanded.</td>
<td>A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.</td>
</tr>
<tr>
<td>The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.</td>
<td>There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.</td>
</tr>
<tr>
<td>The student refuses to eat with peers.</td>
<td>Some students may be unaccustomed to eating with anyone but members of their own family.</td>
</tr>
<tr>
<td>The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.</td>
<td>In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as &quot;giving away knowledge&quot; and may see no distinction between legitimate collaboration and cheating.</td>
</tr>
<tr>
<td>The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.</td>
<td>Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.</td>
</tr>
</tbody>
</table>

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.
<table>
<thead>
<tr>
<th>Behaviour or Attitude</th>
<th>Possible Cultural Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.</td>
<td>Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student’s religion or cultural outlook. Some students may also be working during after-school hours.</td>
</tr>
<tr>
<td>The student seems inattentive and does not display active learning behaviours.</td>
<td>In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note-taking.</td>
</tr>
<tr>
<td>Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and she or he refrained from asking for help or further explanation.</td>
<td>In some cultures, expressing a lack of understanding or asking for help from the teacher is considered impolite, being interpreted as a suggestion that the teacher has not been doing a good job.</td>
</tr>
<tr>
<td>The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.</td>
<td>Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students’ cultural experiences.</td>
</tr>
<tr>
<td>The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.</td>
<td>In some cultures, it is considered inappropriate to openly challenge another’s point-of-view, especially the teacher’s. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one’s mouth.</td>
</tr>
<tr>
<td>The student exhibits discomfort or embarrassment at being singled out for special attention or praise.</td>
<td>To put oneself in the limelight for individual praise is not considered appropriate in some cultures, in which the group is considered more important than the individual.</td>
</tr>
<tr>
<td>The student fails to observe the conventions of silent reading.</td>
<td>Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.</td>
</tr>
</tbody>
</table>

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student’s behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.
As English language learners become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of English language learners will affect and make demands of the other students in the class.

**Feedback on Pronunciation**

An English language learner may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student’s first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many English language learners are unnecessarily referred to speech-language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student’s first language.

To find out whether or not the student requires speech-language intervention, listen to the student speaking in his or her first language with a peer, ask the student’s parents or guardians, or request an assessment in the student’s first language.

**Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)**

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and English language learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that English language learners may or may not have sufficient language or concepts on which to base their new language learning.
Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. English language learners, including those who are learning a language in addition to English, as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. The most important of these is facility with language learning skills.

Success in acquisition of multiple languages is based on proficiency in the first language, the recency of acquisition of a subsequent language, linguistic distance and interlanguage transfer. Students learning English as a second language may find it beneficial to learn another language as it may improve their understanding of English.

Second Language Acquisition

The term second language refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

English language learners are already learning a second language—namely English—in Alberta schools. Whatever their backgrounds, all English language learners will benefit from being included in the Ukrainian language and culture program. The most compelling reason is that it is typically during the Ukrainian language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Ukrainian, it is possibly the one time during the day when the English language learner understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the English language learner’s own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. English language learners should be encouraged to be included in Ukrainian language and culture programs.
Tips for Teachers of English Language Learners

1. Be conscious of the vocabulary you use.
   Choose simple, straightforward words that are in everyday use.

2. Provide additional wait time when students are responding to questions.

3. Simplify sentence structures and repeat sentences verbatim before trying to rephrase.
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of “The homework must be completed and handed in by Friday,” it would be better to say “You must finish the work and give it to me on Friday.”

4. Recycle new words.
   Reinroduce new words in a different context, or use recently learned words to introduce or expand a concept.

5. Rephrase idioms or teach their meanings.
   English language learners often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.

6. Clearly mark transitions during classroom activities.
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., “first we will …”, “now it’s time for …”.

7. Give clear instructions.
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.

8. Use many nonverbal cues.
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.

9. Periodically check to ensure English language learners understand.
   English language learners may be reluctant to ask for clarification or to admit that they don’t understand something, if asked directly. To check for understanding, focus on the students’ body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.

10. Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.
    Concrete objects, charts, maps, pictures, photographs, gestures, facial expressions and so on form an important complement to oral explanations for English language learners.

11. Provide written notes, summaries and instructions.

12. Use the students’ native languages to check comprehension and to clarify problems.
    If you or some of your students speak the first language of your English language learner, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most English language learners will only need this additional support for a limited time or in rare situations.

Tips for Teachers of English Language Learners: Some tips adapted, with permission from the Province of British Columbia, from English as a Second Language Learners: A Guide for Classroom Teachers, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.
13. Communicate interest in students’ linguistic development, and set expectations.

14. Respond to students’ language errors.
When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students’ written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student’s Perspective

In creating an effective learning environment for English language learners, it is important for teachers to consider the learning environment from the student’s perspective.

English language learners learn best when they:
- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to risk making mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences
1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.
4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.

5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

**Differentiating Learning Activities for English Language Learners**

It may be necessary to differentiate learning activities for English language learners. Some examples of differentiation for English language learners are listed in the chart below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Curriculum Focus</th>
<th>Whole Group Activity</th>
<th>Suggestions for Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>Provide information on several aspects of a topic.</td>
<td>Using a vocabulary list, students work in groups of two or three to write a short script about friends travelling to a popular Ukrainian-speaking travel destination. They read the script together.</td>
<td>The English language learner will contribute some of the words for the script. He or she may mime parts of the script for the class.</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Develop reading skills in Ukrainian.</td>
<td>Class reads grade-level story and discusses.</td>
<td>The English language learner will highlight words understood. The English language learner will sit with a buddy and follow the text.</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Explore the use of language for fun and to interpret simple humour.</td>
<td>Students listen to or read a variety of traditional songs, folk tales or stories in Ukrainian.</td>
<td>The English language learner may display prior knowledge of a song and teach the song to classmates.</td>
</tr>
</tbody>
</table>

**Choosing Instructional Strategies**

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with English language learners. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for English language learners.
Cooperative Learning

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with English language learners are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that English language learners may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group English language learners carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow English language learners to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion are that English language learners may not have sufficient listening comprehension skills, may misinterpret body language and may have difficulty with expressing their personal opinions, as this may not have been encouraged in their previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give English language learners an opportunity to think before they respond.

Technology

All students, including English language learners, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:
- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
Using technology benefits students by allowing them to work independently at their own pace, present information in a new way and provide oral presentation of written text (in some cases). Interacting using technology may also be less threatening and intimidating for English language learners than interacting in person.

The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. English language learners may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

With English language learners, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of English language learners is difficult because of the varying abilities of these students to express themselves. Some differentiation of assessment practices may be necessary. For example:

- Have students point to the picture of a correct answer (limit choices).
- Have students circle a correct answer (limit choices).
- Instruct students to draw a picture illustrating a concept.
- Instruct students to match items.
- Have students complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test students orally in English or in the native language.
- Give open-book tests.
- Ask students to retell/restate (orally and in writing).
- Instruct students to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.
- Have students explain (orally and in writing) how an answer was achieved.
- Have students complete fill-in-the-blank exercises.
- Have students define/explain/summarize (orally and in writing).

The bulleted list of assessment practices has been adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.
Reporting the Progress of English Language Learners

School jurisdictions may have specific policies regarding the reporting of achievement of English language learners. Some jurisdictions will supply specifically designed report cards for English language learners. Other jurisdictions will modify the regular report card to reflect the program of the English language learner. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learning outcomes developed specifically for English language learners. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.
Chapter 7
Classroom Assessment

Chapter Summary

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Assessment
Evaluation
Assessment for Learning (Formative) and Assessment of Learning (Summative)
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.
Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

**Teachers use assessment to:**
- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:
- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students’ cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:
- be responsible for their own learning
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

**Evaluation**

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student’s response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

Taken together, the information from assessment and evaluation helps teachers make decisions about what to focus on in the curriculum and when to focus on it.
Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

  **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.

- After hearing Ukrainian spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Ukrainian pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.
Examples of assessment of learning activities include the following:

- At the conclusion of a unit on “My Family,” students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Ukrainian. The collages are then presented orally in Ukrainian. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent-student-teacher conference.

  **Caution**

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

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Ukrainian vocabulary word with the corresponding word in English. The test is marked and contributes to an overall mark in a reporting period.

### Comparing Assessment for Learning and Assessment of Learning

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formative Assessment)</td>
<td>(Summative Assessment)</td>
</tr>
<tr>
<td>Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.</td>
<td>Checks what has been learned to date.</td>
</tr>
<tr>
<td>Is designed to assist educators and students in improving learning.</td>
<td>Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.</td>
</tr>
<tr>
<td>Is used continually by providing descriptive feedback.</td>
<td>Is presented in a periodic report.</td>
</tr>
<tr>
<td>Usually uses detailed, specific and descriptive feedback—in a formal or an informal report.</td>
<td>Usually compiles data into a single number, score or mark as part of a formal report.</td>
</tr>
<tr>
<td>Is not reported as part of an achievement grade.</td>
<td>Is reported as part of an achievement grade.</td>
</tr>
<tr>
<td>Usually focuses on improvement, compared with the student’s “previous best” (self-referenced, making learning more personal).</td>
<td>Usually compares the student’s learning either with other students’ learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more focused).</td>
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</tbody>
</table>

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.
Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.

- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.

- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning log.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.
Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors for teachers to consider as they plan and develop an effective classroom assessment program. The graphic on the preceding page, “Assessing Student Learning in the Classroom,” outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a “big idea” or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.
Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies. It is not necessary for the teacher to assess all students on all outcomes during a class or an activity. This is often not feasible. As assessment is continuous and ongoing, it can be expected that all students will eventually be assessed on the ability to meet all outcome objectives.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment affects student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. “Accommodations to … assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities …. Such accommodations or adaptations should be made to ensure the most accurate understanding of a student’s performance …” (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

Accommodations to programming and assessment, including those for English language learners and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.
Assessment includes many different tools and processes.

Assessment tools and processes include:
- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:
- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, about what they need to learn, about what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.
Assessment Accommodations for Students with Special Education Needs

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodations.

<table>
<thead>
<tr>
<th>Accommodation in Kind (Task)</th>
<th>Accommodation in Depth (Detail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarize students with methods being used.</td>
<td>Break down complex tasks into smaller steps.</td>
</tr>
<tr>
<td>Use alternative assessment formats; e.g., oral tests, conferences.</td>
<td>Provide written instructions in addition to verbal directions. Put an outline of steps on the board.</td>
</tr>
<tr>
<td>Encourage student negotiation of performance tasks.</td>
<td>Include picture clues to support verbal instructions.</td>
</tr>
<tr>
<td>Provide exemplary models.</td>
<td>Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions.</td>
</tr>
<tr>
<td>Allow students to practise the activity.</td>
<td>Teach students to attend to key direction words in questions by using a highlighter.</td>
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<tr>
<td>Convert short answer questions to a cloze format.</td>
<td>Avoid excessive corrections by focusing on fewer expectations.</td>
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<tr>
<td>Present tasks that begin with the concrete and move to the abstract.</td>
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<tr>
<td>Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers.</td>
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<tr>
<td>Allow peer support, such as partner work.</td>
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<table>
<thead>
<tr>
<th>Accommodation in Breadth (Volume)</th>
<th>Accommodation in Pace (Timing)</th>
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<tbody>
<tr>
<td>Reduce amount of reading and writing required.</td>
<td>Provide additional time to complete tasks and tests.</td>
</tr>
<tr>
<td>Reduce amount of content per assessment task.</td>
<td>Have students repeat and rephrase instructions.</td>
</tr>
<tr>
<td>Provide clear, simple directions for the assessment activity.</td>
<td>Allow students to complete the assessment task over several sessions.</td>
</tr>
<tr>
<td>Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes.</td>
<td>Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task.</td>
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<tr>
<td>Monitor work to ensure time lines are met.</td>
<td>Take into account improvement over time.</td>
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Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

When self-assessment activities, goal setting and peer assessment are integrated into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student’s use of text and may use a formal conference or an interview to ask questions directly related to a particular aspect of the student’s performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.
The purpose of conferencing is to:
- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students’ understanding of information, students’ attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

**Tips for Conferencing with Students**

1. Ensure that students are aware of the purpose of the conference and of the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Schedule conferences more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.

In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student’s work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.
Personal reflection and self-assessment

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess, they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of prompts or specific questions. In Assessing Student Outcomes, Marzano, Pickering and McTighe offer the following journal writing prompts and questions that help students reflect on their own learning:

**Reflecting on Content**
Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

**Reflecting on Information Processing**
Describe how effective you were in gathering information for your project.

**Reflecting on Communication**
Describe how effective you were in communicating your conclusions to your discussion group.

**Reflecting on Collaboration and Cooperation**
Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can …
- I can improve my work by …
- After reviewing my work, I would like to set a new goal to …
- A strategy that worked well for me is …

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.
Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

**Portfolios**

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher’s goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas, including stories, tests and projects, can be selected and placed in a portfolio.

**Effective portfolios:**
- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student’s present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.
Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my ___________ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to ________________ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

**Goal Setting**

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students’ learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., “Next time I will …”.

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

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To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students’ performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

**Learning Logs**

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool; they should not be over or underused so that their value is diminished.

**Guided Reflection**

Learning logs allow students to monitor their learning and write to the teacher about what help they need in order to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as “Got it, Getting it, Don’t get it yet.” Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.
**Metacognitive Reflection**

Metacognitive reflection can be defined as thinking about one’s own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performances, can expand students’ self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

**Learning Lists**

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by helping them recognize areas in which they need to improve.

**Peer Assessment**

Peer assessment allows students to examine one another’s work as it relates to specific criteria and it allows students to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Ukrainian.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers’ work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as “good” or “bad.” It may be helpful if teachers have students offer two positive comments and one question about their peers’ work.

Peer assessment could be facilitated by having students:
- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.
Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students’ direct involvement in the assessment and on their understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students’ instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and that allow for various descriptors to be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance so that students can use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.
Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as always, usually, sometimes and never helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as fair, good or excellent, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:
- put a star beside the skill they think is the most important
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

Rubrics use a set of specific criteria to evaluate a student’s performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring. They may be used to assess individuals or groups.

Developing Rubrics and Scoring Criteria
Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy
to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:
- What are the specific curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom’s taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:
- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a “Wow!”
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a “Yes!”
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an “On the right track, but …”.
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a “No, but …”. The teacher needs to make decisions about appropriate intervention to help the student improve.

Teachers may choose to increase or decrease the number of levels for the rubric, as well as the amount of detail within each level.
It is important to be clear what it is teachers are assessing in a rubric. Content may be the focus, or performance, and within each category there are a number of subcategories. Below is a rubric of descriptors that teachers can use as a standard for the rating of parameters. The rubric may be useful when composing level descriptions.

### Evaluation of Content and Performance

<table>
<thead>
<tr>
<th></th>
<th>Meets Excellence</th>
<th>Exceeds Acceptable</th>
<th>Meets Acceptable</th>
<th>Approaches Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Focus on Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy, correctness, precision, clarity</td>
<td>clear, precise, accurate, systematic, error-free</td>
<td>mostly accurate, mostly correct, mostly clear</td>
<td>somewhat accurate, somewhat correct, somewhat clear</td>
<td>inaccurate, contains many errors, unclear, vague</td>
</tr>
<tr>
<td>Relevance, appropriateness</td>
<td>relevant, pertinent</td>
<td>appropriate, suitable</td>
<td>related, somewhat pertinent</td>
<td>unrelated, irrelevant</td>
</tr>
<tr>
<td>Meaningfulness</td>
<td>meaningful</td>
<td>mostly meaningful</td>
<td>somewhat meaningful</td>
<td>insignificant, trivial</td>
</tr>
<tr>
<td>Level of detail</td>
<td>detailed, extensive, profound</td>
<td>deep, broad, varied, ample</td>
<td>adequate, basic, general, sufficient, predictable</td>
<td>vague, incomplete, superficial, overly simple, limited</td>
</tr>
<tr>
<td>Creativity</td>
<td>original, unique, inspiring, unexpected</td>
<td>imaginative, fresh</td>
<td>predictable, conventional</td>
<td>imitative, routine</td>
</tr>
<tr>
<td>Intensity of work with content</td>
<td>insightful, thorough</td>
<td>careful, thoughtful</td>
<td>satisfactory, casual</td>
<td>little effort, superficial</td>
</tr>
<tr>
<td><strong>B. Focus on Performance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>consistent, always</td>
<td>frequent, usually</td>
<td>occasional, sometimes</td>
<td>rarely, inconsistent, seldom</td>
</tr>
<tr>
<td>Facility</td>
<td>fluent, eloquent, controlled</td>
<td>quick, lively</td>
<td>halting</td>
<td>slow</td>
</tr>
<tr>
<td>Quality</td>
<td>excellent</td>
<td>very good, well-done</td>
<td>acceptable, satisfactory</td>
<td>basic, marginal</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>effective</td>
<td>mostly effective</td>
<td>somewhat effective</td>
<td>ineffective</td>
</tr>
<tr>
<td>Cooperativeness</td>
<td>enthusiastic, eager</td>
<td>willing, supportive</td>
<td>hesitant</td>
<td>reluctant</td>
</tr>
</tbody>
</table>
Creating Rubrics with Students
Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the “next steps” in learning.

Informal Observation
Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student’s request. They can also be shared with students and parents at parent–teacher–student conferences.

The purpose of anecdotal notes is to:

• provide information regarding a student’s development over a period of time
• provide ongoing records about individual instructional needs
• capture observations of significant behaviours that might otherwise be lost
• provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student’s name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.

   OR

   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student’s name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.

2. Keep notes brief and focused (usually no more than a few sentences or phrases).

3. Note the context and any comments or questions for follow-up.

4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.

5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.

6. Record comments regularly, if possible.

7. Record at different times and during different activities to develop a balanced profile of student learning.

8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students’ learning.
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out the conditions that are most likely to bring success, what individual students do when they encounter difficulty, how interaction with others affects students’ learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or a group. An observation checklist can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcomes.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: “Eric, you contributed several ideas to your group’s Top Ten list. You really helped your group finish the task within the time limit.”
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or “no hands up rule” to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom’s Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

**Quizzes**

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students’ grades do not become unbalanced by including an overabundance of results from quizzes.

**Different purposes for quizzes:**
- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Non-graded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

**Tests and Examinations**

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples section of this resource as evaluation tools. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

**Analysis of Test and Examination Results**

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.
**Performance Assessment**

“A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired” (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner’s context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student’s performance. Results from performance assessments should account for the largest percentage of a student’s grade as they are a clear indicator of student understanding of the outcomes.

“When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them” (Schlechty 1997).

**Performance assessment is:**

**Contextualized**

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

**Authentic**

Tasks are designed to present students with a real communicative purpose for a real audience.

**Task-based**

Students must follow a well-defined process to create and/or present a product in a way that elicits specific use of the second language.
**Learner-centred**

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they are progressing in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at [http://www.aac.ab.ca](http://www.aac.ab.ca) for further guidance in developing and using performance assessments and for samples of performance assessment tasks in Ukrainian.

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**Assessment and Evaluation Resources**

**Alberta Assessment Consortium (AAC)**

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at [http://www.aac.ab.ca](http://www.aac.ab.ca) to find:
- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

**School Jurisdiction Curriculum and Assessment Consultants**

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.
Chapter 8
Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
The “Clusters” Model

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each of the Grade 7 specific outcomes from the program of studies. (Note: Only a few of the required grammatical elements for Grade 7 have been addressed in the samples. Teachers need to ensure that all of the grammatical elements from the program of studies are addressed through classroom instruction and activities.)

The sample teaching and learning activities and assessment strategies are suggestions only. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning. The activities are arranged in clusters and clusters are organized according to the order of outcomes in the program of studies. Teachers are encouraged to read and use the activities when they address a particular outcome and to adjust the activities as they need. Teachers should not be concerned about addressing outcomes in chronological order.
Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete a separate activity and assessment for each specific outcome in the program of studies. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

The “Clusters” Model

The activities provided in this grade level samples section are grouped into “clusters” based on the cluster headings from the program of studies. Cluster headings show the scope of each of the four general outcomes. For Grade 7, there are 17 clusters, one for each cluster heading listed in the program of studies. Each cluster contains activities that can help students meet the specific outcome objectives of the cluster heading. An examination of the activities suggested in each cluster will show that they vary in difficulty and complexity and in the time required to carry them out successfully. Some activities may be continued over several weeks or months as ongoing projects while others may be planned and completed in one or two class periods. Teachers should ensure, therefore, that judicious selection of activities is made in terms of the learners’ needs, interests, language and other skills as well as the available resources and instructional time. Here is a breakdown of a cluster:

The Overview Page

The cluster heading appears in the top right-hand corner of the page; e.g., A–1 Students will use Ukrainian to impart and receive information. The Grade 7 specific outcome(s) for the cluster heading are listed first, then all of the Grade 7 specific outcomes that are incorporated in the cluster activities are listed in order of the four program components.

Cluster Activities

Each activity highlights an outcome from the cluster heading and incorporates outcomes from the other program of studies components. Regardless of the cluster heading outcome(s) highlighted, every activity is driven by the Applications component; in other words, students will be actively applying Ukrainian in some form or other.

Principal and Supporting Outcomes are specified for each cluster activity; these are only samples of the many outcomes that could be emphasized in the activity. This short list is primarily intended as an aid to help the teacher become, and remain, aware of the many possible skills required in an activity, all of which, in the end,
relate to attaining a set of global language skills. In other words, the intended focus is on selected outcomes while many other ancillary skills/outcomes are concurrently and incidentally addressed. It is the teacher’s responsibility to ensure that all outcomes from the program of studies are addressed with students.

Required materials, prerequisite knowledge and sample vocabulary are included for each activity as are two sample evaluation tools. The evaluation tools are meant to formatively assess student work. Some tools are designed for teacher use and others for student use. Teachers and students may use the tools provided or adapt these tools to better meet their needs.
Applications Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Applications: Students will use Ukrainian in a variety of situations and for a variety of purposes.

A–1: Пізнання світу через мову / Discovering Things Through Language
   Activity 1: Національний день / National Day
   Activity 2: Заняття й професії / Occupations and Professions
   Activity 3: Типовий вікенд / A Typical Weekend
   Activity 4: Шкільні змагання / School Intramurals
   Activity 5: Моє рідне місто / My Hometown

A–2: Я погоджуюся! / Я не погоджуюся! / I Agree, I Disagree
   Activity 1: Обід / Lunch
   Activity 2: Види спорту / Sports and Activities
   Activity 3: Наш блог / Our Blog
   Activity 4: Добра поведінка, погана поведінка / Good Behaviour, Bad Behaviour
   Activity 5: Мої однокласники / My Classmates

A–3: Зробимо це!/ Getting It Done
   Activity 1: Краща п’ятірка фільмів / The Top Five Movies
   Activity 2: Я люблю телебачення / I Love Television
   Activity 3: Порадник / Advice Columnist
   Activity 4: Як я проводжу канікули / What I Do on Holidays

A–4: Пізнаймо один одного / Getting to Know Each Other
   Activity 1: Таємний друг / Secret Friend
   Activity 2: Кола дружби / Friendship Rings
   Activity 3: Телефонні розмови / Telephone Calls
   Activity 4: Як краще дізнатися про тебе? (Частина 1) / Getting to Know You – Friends and Activities (Part 1)
   Activity 5: Як краще дізнатися про тебе? (Частина 2) / Getting to Know You – Friends and Activities (Part 2)
   (This is a follow-up activity to Activity 4.)
А–5: Я пізнаю більше / I Am Learning More
Activity 1: Свята та важливі дати / Holidays and Important Days
Activity 2: Українське мистецтво / Ukrainian Art
Activity 3: Український традиційний одяг / Traditional Clothing of Ukraine
Activity 4: Прийняття / A Reception
Activity 5: Спільна вечеря / A Potluck Meal

А–6: Задоволення від вивчення мови / Fun with the Language
Activity 1: Шкільний ідол / School Idol
Activity 2: Український народний танець / A Ukrainian Dance
Activity 3: Швидке малювання / The Sketch Artist
Activity 4: Комікси / The Comic Strip
Activity 5: Скоромовки / Tongue Twisters
Specific Outcomes

Students will be able to:

A–1.1a provide information on several aspects of a topic

Other Specific Outcomes

Applications

Students will be able to:

A–2.1
a. inquire about and express agreement/disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.2
a. state personal actions in a variety of situations

A–4.1
a. initiate and participate in informal exchanges with classmates

A–5.1
a. ask questions to gain knowledge and clarify understanding

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   • verbs (common of motion) іти, їхати

LC–1.4
b. use, in structured situations, the following grammatical elements:
   • verbs (present common)
   • nouns (nominative plural)
   • nouns (genitive singular)

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations
Students will be able to:

Global Citizenship

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

Strategies

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   • use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • start again, using a different tactic when communication breaks down; e.g., Я хотів сказати, що ..., Це означає, що ..., Тобто ...
   • indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошу, я не розумію, raised eyebrows, blank look
   • self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що...
   • ask for clarification or repetition when you do not understand; e.g., Прощу повторіть., Що ви сказали?

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   • revise and correct final versions of texts
   • use words that are visible in the immediate environment
   • use nonverbal means to communicate

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   • use previously acquired knowledge or skills to assist with a new learning task
Activity 1

Naціональний день / National Day

Students will research a region in Ukraine and prepare a report containing information on several aspects of that region. The information will include things that one would experience there; for example, what one would likely see or hear. Students will then engage in short conversations with their classmates, present their findings and answer any questions that anyone has.

Sample Language

- У цьому місці я можу бачити море та відчувати бриз. Я бачу пальмові дерева та чую тиху музику. / In this place I can see the sea and feel the breeze. I see palm trees and hear soft music in the background.
- Це південь України. / It’s in southern Ukraine.
- Там є багато пляжів. / There are many beaches.
- Яке небо там? / How is the sky there?
- Небо чисте та безхмарне. / The sky is clear and with no clouds.
- Яка погода? / How is the weather?
- Чи тобі дуже подобається це місце? Чому? / Do you like this place a lot? Why?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

Selected Supporting outcomes

Students will be able to:

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–1.4
b. use, in structured situations, the following grammatical elements:
   • verbs (present common)

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • start again, using a different tactic when communication breaks down
Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

Descriptive verbs. Conjugation of commonly used verbs; e.g., бачити, чути, любити, подобатися.
Use of common adjectives.

Sample Vocabulary

Я бачу … / I see…
Я чую … / I hear
океан / the ocean
популярний / popular

музей / the museum
derева / trees
відомий / famous

Evaluation Tools

Checklist and Comments

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Use the checklist to determine if they are able to use certain grammatical elements and interactive strategies when providing information on a topic and expressing their opinions and feelings.

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use basic research skills to gather information about Ukrainian culture and use a variety of interactive strategies when providing that information to classmates.
# Національний день / National Day:
Checklist and Comments

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
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</thead>
<tbody>
<tr>
<td>A–1.1</td>
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<tr>
<td>a. provide information on several aspects of a topic</td>
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<tr>
<td>A–2.2</td>
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<tr>
<td>a. inquire about and express emotions and feelings in a variety of familiar contexts</td>
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<td>LC–1.4</td>
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<td>b. use, in structured situations, the following grammatical elements:</td>
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<tr>
<td>• verbs (present common): бачити, чути, любити, подобатися.</td>
<td>☐</td>
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# Коментарі

Ти добре зробив/зробила:

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Час від часу ти маєш труднощі з:

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<tr>
<th>Учні</th>
<th>Критерій</th>
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<td>S–2.1a</td>
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</table>
Activity 2

Заняття й професії / Occupations and Professions

Assign five to seven traditional jobs to half the class, and another five to seven to the other half. On a prepared rubric, students will identify the location of the work, the skills one needs, the tasks one performs, plus any other necessary information. Once both halves are finished with their rubric, they will partner up with a student from the other half and present a brief oral report regarding two to three of the professions they were assigned.

Sample Language

- Пекар працює в пекарні. / A baker works in a bakery.
- Різник ріже м'ясо і готує його на продаж. / A butcher cuts meat and prepares meat for sale.
- Якими інструментами користуються різники? / What tools do butchers use?
- Учитель готує лекції та іспити. / A teacher prepares lessons and examinations.
- Де учитель працює? / Where do teachers work?
- На мою думку, життя пожежника є дуже цікавим. / In my opinion, the life of a firefighter is very interesting.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–5.1
a. ask questions to gain knowledge and clarify understanding

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic
Activity 2 (continued)

Selected Supporting outcomes

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

Students will be able to:

S–2.1
a. identify and use a variety of interactive strategies to enhance language use;
e.g.,
• start again, using a different tactic when communication breaks down;
e.g., Я хотів сказати, що ..., Це означає, що ..., Тобто ...
• indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію., raised eyebrows, blank look
• self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що...
• ask for clarification or repetition when you do not understand; e.g., Прошу повторіть., Що ви сказали?
Activity 2 (continued)

Materials

Access to the library or Internet.
The attached sample templates with professions selected by the teacher.

Prerequisite Knowledge

Professions and places of work. The tasks that are related to each one of those professions.

Sample Vocabulary

місце роботи / places of work
уміння / skills
завдання / tasks

знаряддя праці / working tools
професії або заняття / professions or jobs

Evaluation Tools

TOOL 1
Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to use interactive strategies, gather information, ask questions and provide information in order to find the matching profession.

TOOL 2
Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess and comment on how well the students are able to ask questions and provide information about various professions while using interactive strategies.
### Заняття й професії / Occupations and Professions: Materials

<table>
<thead>
<tr>
<th>Робота</th>
<th>Місце роботи</th>
<th>Уміння</th>
<th>Завдання</th>
<th>Інші</th>
<th>Моя думка про цю професію</th>
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<th>Інші</th>
<th>Моя думка про цю професію</th>
</tr>
</thead>
<tbody>
<tr>
<td>пекар / baker</td>
<td>пекарня / bakery</td>
<td>пекти хліб / make bread</td>
<td>місити тісто / to prepare the dough</td>
<td>пекти / to bake дістати з печі / to get things out of the oven</td>
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<td></td>
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<td>продавати хліб / to sell bread</td>
<td>обслуговувати клієнтів / to attend to clients</td>
<td></td>
</tr>
<tr>
<td>різник / butcher</td>
<td>м'ясна крамниця / butcher store</td>
<td>різати м'ясо й готувати його на продаж / to cut meat and prepare it for sale</td>
<td>різати м'ясо / to cut meat</td>
<td>розрізнити різні види м'яса / to recognize different types of meat</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>готувати його на продаж / to attend to clients</td>
<td>продавати м'ясо / to sell meat</td>
<td></td>
</tr>
<tr>
<td>учителль / teacher</td>
<td>школа / school</td>
<td>вчити / to teach</td>
<td>готувати уроки / to prepare lessons</td>
<td>готувати іспити / to prepare exams</td>
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<td></td>
<td></td>
<td></td>
<td>допомагати дітям / to help children</td>
<td>виправляти / to correct</td>
<td></td>
</tr>
</tbody>
</table>
### Заняття й професії / Occupations and Professions: Self-assessment Checklist

<table>
<thead>
<tr>
<th>Ім’я: __________________________</th>
<th>Дата: __________________________</th>
</tr>
</thead>
</table>

**Я можу:**

- provide information in Ukrainian about these occupations and professions:
  - 
  - 
  -

- ask questions in Ukrainian to learn about professions

- ask questions for clarification
- self-correct
- indicate lack of understanding with words or with actions

- gather information from a variety of resources

**Коментарі**

Я відчував/відчувала, що я міг/могла добре зробити наступне: __________________________  
______________________________  
______________________________  
______________________________

Я міг/могла попрацювати більше з: __________________________  
______________________________  
______________________________  
______________________________  
______________________________
Заняття й професії / Occupations and Professions: Rating Scale

Ім’я: _____________________________ Дата: ________________

Ти можеш: 

<table>
<thead>
<tr>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Задовільно</th>
<th>Ще ні</th>
</tr>
</thead>
</table>
A–1.1 a. provide information on a variety of topics | ●●●●● | ●●●●● | ●●●●● | ●●●●● |
A–5.1 a. ask questions to gain knowledge and clarify understanding | ●●●●● | ●●●●● | ●●●●● | ●●●●● |
LC–2.2 a. produce a variety of short, simple oral texts in guided situations | ●●●●● | ●●●●● | ●●●●● | ●●●●● |
S–2.1 a. identify and use a variety of interactive strategies to enhance language use; e.g.,
• start again, using a different tactic when communication breaks down; e.g., Я хотів сказати, що …, Це означає, що …, Тобто …
• indicate lack of understanding verbally or nonverbally; e.g., Вибачте/ Перепрошую, я не розумію., raised eyebrows, blank look
• self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що…
• ask for clarification or repetition when you do not understand; e.g., Прошу повторіть., Що ви сказали?

Коментарі

Ти добре зробив/зробила: ____________________________________________________________
___________________________________________________________
___________________________________________________________

Деякі пропозиції для наступного разу: _____________________________________________
___________________________________________________________
___________________________________________________________
Activity 3

Типовий вікенд / A Typical Weekend

Students will write a short composition describing a typical weekend in their lives, as well as having a visual accompaniment. Students will create visual supports in the form of cards on which they draw sketches of three to five different things they do on the weekend. After completing the sketches and compositions, students will proofread their work with a partner. Students will partner up and tell each other what they do on the weekend. They will present to two-to-three different classmates. Once all the students have presented, they hand in their compositions and pictures/drawings.

Variation
Instead of students drawing sketches to support their own oral reports, this time students draw sketches of the activities that their partners describe in their oral reports. Then each student re-tells the partner’s report to a different student.

Consider changing the activity re-telling based on plans for the upcoming weekend, practising the use of “Я буду + verb” form.

Sample Dialogue
• На вікенд я снідаю в … / On the weekend, I eat breakfast at …
• Після сніданку я йду на прогулянку з моєю сестрою та її друзями. / After eating breakfast, I go out with my sister and her friends.

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–1.1
a. provide information on several aspects of a topic

A–3.2
a. state personal actions in a variety of situations

A–4.1
a. initiate and participate in informal exchanges with classmates

Selected Supporting outcomes

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   • verbs (common of motion): іти, з'їхати

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning: e.g.,
   • use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Activity 3 (continued)

Materials

Index or cue cards and markers. Visuals for the actions that can be used to describe what students did during the weekend or their vacation.

Prerequisite Knowledge

Common verbs in the infinitive; e.g., працювати / to work, вчитися / to study, їсти / to eat.

Sample Vocabulary

час / time
dії / actions
слухати музику / to listen to music
спершу / first
ніж / than
dивитися телевізор / to watch TV
плавати у басейні / to swim in the pool
іти у кіно / to go to the movies
потім / afterwards
пізніше / later
скоро / soon

Evaluation Tools

 TOOL 1
Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use cognitive strategies, state personal actions and provide information about a typical weekend in their lives with classmates.

 OUTCOMES
 A–1.1a
 A–3.2a
 S–1.1a

 TOOL 2
Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate and maintain a conversation and provide information on drawings while using certain grammatical elements.

 OUTCOMES
 A–1.1a
 A–4.1a
 LC–1.4a
Ім'я: ___________________________  Дата: ___________________________

Ім'я однокласника/однокласниці: ________________________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Переважно</th>
<th>Часом</th>
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<tbody>
<tr>
<td>• talk (using Ukrainian) about what you usually do on the weekend</td>
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<td>• state personal actions</td>
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<td>• use pictures, gestures and facial expressions to help others understand what you are talking about. The most effective way was:</td>
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Коментарі

Ти добре зробив/зробила: __________________________________________
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Ти можеш покращити: ____________________________________________
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Типовий вікенд / A Typical Weekend:
Observation Checklist

Дата: __________________________

<table>
<thead>
<tr>
<th>Учні</th>
<th>А–1.1 a. provide information on several aspects of a topic</th>
<th>А–4.1 a. initiate and participate in informal exchanges with classmates</th>
<th>LC–1.4 a. use, in modelled situations, the following grammatical elements: verbs (common of motion): іти, йхати</th>
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<tbody>
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<td>Так</td>
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</table>
Шкільні змагання / School Intramurals

Students will promote intramural sports by designing Ukrainian language posters and flyers inviting the student body to participate. Each student/group of students will develop a poster or flyer to post around the school. Students will use short and simple sentences so that the posters will be understood. Students will also actively use sports cognates to facilitate understanding.

Sample Language
- Приходь та бери участь у шкільних змаганнях. / Come and participate in Intramurals!
- Починаємо цього понеділка, 10-го березня. / Starting this Monday, March 10
- З 12:00 години. / From 12:00 p.m.
- Команді потрібно щонайменше 6 гравців. / Teams need a minimum of six players.
- Підготуй назву своїй команді. / Provide your own team name.
- Кожна команда вибирає одне заняття на тиждень. / Each team chooses one activity for the week.

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–1.1
a. provide information on several aspects of a topic

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

Selected Supporting outcomes

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
• revise and correct final versions of texts
• use words that are visible in the immediate environment

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
• use previously acquired knowledge or skills to assist with a new learning task
Activity 4 (continued)

Materials

Poster, paper, markers, scissors and glue.

Prerequisite Knowledge

How to use the appropriate software to produce a flyer.

Sample Vocabulary

види спорту / sports
футбол / soccer
баскетбол / basketball
бейсбол / baseball
шахи / chess

волейбол / volleyball
атлетика / athletics
бадмінтон / badminton
плавання / swimming
водне поло / water polo

Evaluation Tools

1. Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information on several aspects of a topic, express meaning through nonverbal communication and use productive strategies.

   OUTCOMES
   A–1.1a
   LC–3.4a
   S–2.3a

2. Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to provide information, express meaning through nonverbal communication, and use productive and cognitive strategies.

   OUTCOMES
   A–1.1a
   LC–3.4a
   S–2.3a
   S–3.1a
Ім’я: _____________________________  Дата: ____________________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Здовільно</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>A–1.1</td>
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<tr>
<td>a. provide information on several aspects of a topic</td>
<td>★★★★</td>
<td>★★★</td>
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<td>★</td>
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<tr>
<td>LC–3.4</td>
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<tr>
<td>a. express meaning through verbal and nonverbal communication in a variety of media in guided situations</td>
<td>★★★★</td>
<td>★★★</td>
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<td>★</td>
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<td>S–2.3</td>
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<tr>
<td>a. identify and use a variety of productive strategies to enhance language use; e.g.,</td>
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<td>★★★</td>
<td>★★</td>
<td>★</td>
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<tr>
<td>• revise and correct final versions of texts</td>
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<tr>
<td>• use words that are visible in the immediate environment</td>
<td>★★★★</td>
<td>★★★</td>
<td>★★</td>
<td>★</td>
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</tbody>
</table>

Коментарі

Ти добре зробив/зробила: ____________________________________________________________
                                                                                      
                                                                                      
                                                                                      
Наступного разу ти можеш спробувати: ______________________________________________
                                                                                      
                                                                                      
                                                                                      
<table>
<thead>
<tr>
<th>Мій партнер може:</th>
<th>Так</th>
<th>Майже</th>
<th>Ще ні</th>
<th>Коментарі</th>
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<tbody>
<tr>
<td>• provide information about several aspects of intramurals</td>
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<tr>
<td>Evidence: –</td>
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<tr>
<td>• use verbal and nonverbal communication to express meaning</td>
<td></td>
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</tr>
<tr>
<td>Evidence: –</td>
<td></td>
<td></td>
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<tr>
<td>• show that you proofread and edited the final version of the poster</td>
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<tr>
<td>• use words that were visible in the classroom</td>
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<tr>
<td>Evidence: –</td>
<td></td>
<td></td>
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<tr>
<td>• use words that sound the same in English and Ukrainian so that it is easier to understand</td>
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<td></td>
<td></td>
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<tr>
<td>Evidence: –</td>
<td></td>
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</tbody>
</table>

У твоєму плакаті мені сподобалось: _____________________________________________
__________________________________________________________________________
__________________________________________________________________________

Наступного разу ти можеш приділити більше уваги на: ________________________
__________________________________________________________________________
__________________________________________________________________________

provide information about several aspects of intramurals
Evidence: –

use verbal and nonverbal communication to express meaning
Evidence: –

show that you proofread and edited the final version of the poster

use words that were visible in the classroom
Evidence: –

use words that sound the same in English and Ukrainian so that it is easier to understand
Evidence: –
Activity 5

Моє рідне місто / My Hometown

Students will prepare and narrate a short guided tour, in Ukrainian, of their town/city, by highlighting things such as important buildings, monuments and statues that may have historical, economic, functional or personal significance. Students can use photos, draw pictures, use magazine cut-outs, or make a video to accompany the presentation. Students will field test their presentations by presenting to a group of classmates.

Sample Language
- Ми є на площі. / Here we are in the square.
- Тут багато людей. / There are many people.
- Хлопці грають у футбол. / Some boys play soccer.
- Тут є родина з собакою. / There is a family with their dog.
- Це дуже гарний день. / It’s a very nice day.
- Пам’ятники посередині площі є дуже високі й давні. / The monuments in the centre of the square are very tall and old.

Specific Outcomes

Selected Principal outcomes

A–1.1
a. provide information on several aspects of a topic

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

LC–1.4
b. use, in structured situations, the following grammatical elements:
- nouns (nominative plural)
- nouns (genitive singular)

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
- use nonverbal means to communicate
Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

Prepositions, location words. Genitive singular nouns: будинки, люди на площі, біля будинку

Sample Vocabulary

Це є мій ____ / This is my ____. 
Тут є мій ____ / Here is my ____. 
наліво / on the left 
направо / on the right 
прямо / straight ahead 
церква / church 
будинок / building 

партк / park 
трамвай / train, street car 
статуя / statue 
школа / school 
бібліотека / library 
торговий центр / shopping mall

Evaluation Tools

Tool 1
Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to determine if they are able to orally provide information on their town or city and use certain grammatical elements.

A–1.1a 
LC–1.4b 
LC–2.2a

Tool 2
Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they develop their presentations. Students use the checklist to determine if they are able to orally provide information on their town or city and use productive strategies.

A–1.1a 
LC–2.2a 
S–2.3a
### Моє рідне місто / My Hometown: Rating Scale

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Задовільно</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1 a. provide information on several aspects of a topic</td>
<td>●●●●●</td>
<td></td>
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<tr>
<td>LC–1.4 b. use, in structured situations, the following grammatical elements:</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
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<tr>
<td>• nouns (nominative plural)</td>
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<tr>
<td>• nouns (genitive singular)</td>
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</tr>
<tr>
<td>LC–2.2 a. produce a variety of short, simple oral texts in guided situations</td>
<td>●●●●●</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Коментарі

Ти добре зробив/зробила: ________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

Наступного разу ти можеш спробувати: ________________________________
_____________________________________________________
_____________________________________________________
# Мое рідне місто / My Hometown: Self-assessment Checklist

| Ім’я: ___________________________ | Дата: ___________________________
|---------------------------------|----------------------------------|

<table>
<thead>
<tr>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
</table>

I provided information, in Ukrainian, about my hometown. □ □

I spoke in Ukrainian, using short, simple sentences. □ □

My strengths in this presentation were:

________________________________________________________________________

________________________________________________________________________

I had difficulty with:

________________________________________________________________________

________________________________________________________________________
Specific Outcomes

Students will be able to:

A–2.1a inquire about and express agreement/disagreement
A–2.2a inquire about and express emotions and feelings in a variety of familiar contexts

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic
A–3.3
a. check for agreement and understanding
A–4.1
a. initiate and participate in informal exchanges with classmates

A–5.1
a. ask questions to gain knowledge and clarify understanding
A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   • pronouns (interrogative): хто, що, скільки, котрий
LC–1.4
a. use, in structured situations, the following grammatical elements:
   • verbs (present common)
LC–1.4
C. use, independently and consistently, the following grammatical elements:
   • verbs (present common)

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary
LC–3.2
a. produce a variety of short, simple written texts in guided situations
LC–3.3
a. derive meaning from the visual elements of a variety of media in guided situations

Students will use Ukrainian to express emotions and personal perspectives.
Global Citizenship

Students will be able to:

GC–2.1
a. identify aspects of their personal style in language use

Strategies

Students will be able to:

S–2.3
a. identify and use a variety of productive strategies to enhance language use;
   e.g.,
   • be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
• take part in group decision-making processes
• participate in cooperative group learning tasks
Activity 1

Обід /Lunch

Distribute cue cards which list the contents of a typical student lunch bag. Some students will have the same lunch, and some will have different lunches. Students will examine what they have in their lunch bags and form an opinion. They will then circulate through the class, compare lunches, express what they think of their lunch and comment on their classmate’s lunch.

Sample Language
• О, ні! Знову я отримав бутерброд із шинкою та сиром, і яблуко. / Oh no! Again I’ve got a ham and cheese sandwich and an apple.
• Я не люблю сиру. / I don’t like cheese.
• А що ти маєш? / What do you have?
• Я отримав піцу та салат. Я щасливий! / I’ve got pizza and salad. Lucky me!
• Так, ти щасливий. Яка це піца? / Yes, you’re lucky. What kind of pizza is it?

Specific Outcomes

Selected Principal outcomes

A–2.1  
a. inquire about and express agreement/disagreement

A–5.1  
a. ask questions to gain knowledge and clarify understanding

Selected Supporting outcomes

A–2.2  
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.3  
a. check for agreement and understanding

LC–1.4  
b. use, in structured situations, the following grammatical elements:
• verbs (present common)

LC–2.3  
a. manage simple, routine interactions, asking for repetition or clarification when necessary
Activity 1 (continued)

Materials

Sample/cue cards.

Prerequisite Knowledge

Food vocabulary and the verbs мати and любити.

Sample Vocabulary

чудовий / delicious
смачне / flavourful

бутерброд / sandwich
напій / a drink
фрукти / fruit

Evaluation Tools

Tool 1  Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to assess how well their peers are able to manage a simple, routine conversation, inquire about and express agreement, disagreement and emotions, and ask questions to gain knowledge and understanding.

A–2.2a
A–3.3a
A–5.1a
LC–2.3a

Tool 2  Observation Checklist

Create an outcome-based checklist and share it with the students before they compare their lunches. Use the checklist to assess if students are able to use certain grammatical elements and express agreement and disagreement.

A–2.1a
LC–1.4b
<table>
<thead>
<tr>
<th>Обід / Lunch</th>
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<tbody>
<tr>
<td>голубці</td>
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<tr>
<td>огірок</td>
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<tr>
<td>вода</td>
</tr>
<tr>
<td>бутерброд з лососем</td>
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<tr>
<td>помаранча/апельсин</td>
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<tr>
<td></td>
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<tr>
<td>бутерброд з сиром і помідором</td>
</tr>
<tr>
<td>молоко</td>
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<td></td>
</tr>
<tr>
<td>салат</td>
</tr>
<tr>
<td>булка</td>
</tr>
<tr>
<td>шоколадне молоко</td>
</tr>
<tr>
<td>піца з шинкою</td>
</tr>
<tr>
<td>ананасовий сік</td>
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<tr>
<td></td>
</tr>
<tr>
<td>борщ</td>
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<tr>
<td>кукурудза</td>
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<tr>
<td>вода</td>
</tr>
</tbody>
</table>
# Обід / Lunch: Peer-assessment Checklist

Ім’я: ___________________________  Дата: ___________________________

І’мя однокласника/однокласниці: ___________________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Майже</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• express emotions and feelings</td>
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<tr>
<td>• check for agreement and understanding</td>
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<tr>
<td>• ask questions to understand what I had for lunch</td>
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<tr>
<td>• manage a simple, routine conversation with me</td>
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</table>

Коментарі

Ти добре зробив/зробила: _____________________________________________
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Деякі поради для наступного разу: ___________________________________
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_________________________________________________________________
_________________________________________________________________
Дата: __________________________

Критерій:
A–2.1a inquire about and express agreement/disagreement
LC–1.4b use, in structured situations, the following grammatical elements:
- verbs (present common)

<table>
<thead>
<tr>
<th>Учні</th>
<th>A–2.1a</th>
<th>LC–1.4b</th>
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<tbody>
<tr>
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<td>Так</td>
<td>Ще ні</td>
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</tbody>
</table>
Activity 2

Види спорту /Sports and Activities

With the students, compile a list of sports and activities. From the list, students will choose five sports or activities. Provide students with a chart, in which they will fill in the five activities and then choose three different classmates. The student will first write down his or her opinion regarding that activity, and then guess what the three other students think. Students will then approach the three students to verify whether their predictions were correct.

Sample Dialogue
- Привіт, Ірино, як справи? / Hi Irene, how are you? Я думаю, що футбол–фантастичний вид спорту. / I think football is fantastic. Що ти думаєш про це? / What do you think?
- Привіт, Максиме, у мене все добре, дякую. Я погоджуся з тобою, але я надаю перевагу бейсболу. / Hi Max, I'm fine thanks. I agree with you, but I prefer baseball.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement/disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Selected Supporting outcomes

Students will be able to:

A–4.1
a. initiate and participate in informal exchanges with classmates

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   - pronouns (interrogative): що, хто, скільки, котрий

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary
Activity 2 (continued)

Materials

Sample chart.

Prerequisite Knowledge

Students can create lists based on personal notes and information from different sources. Students can engage in short conversations with their peers to ask about preferences.

Sample Vocabulary

танцювати / to dance
готувати/куховарити / to cook
писати листи / to write letters
бігати у парку / to run in the park
прибирати у лазниці/туалеті / to clean the bathroom
кататися, їхати на лижах / to ski
грати у футбол / to play soccer
читати / to read
вчитися / to study
їхати на велосипеді / to go for a bike ride
зустрічатися з друзями / to go out with friends
їти до бібліотеки / to go to the library

Evaluation Tools

Tool 1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to inquire about and express agreement/disagreement, use certain grammatical elements, and manage simple, routine interactions.

A–2.1a
LC–1.4a
LC–2.3a

Tool 2

Learning Log

After discussing sports and activities and expressing their opinions on them, have the students reflect on their learning and on how well they were able to start conversations, use certain grammatical elements, express opinions, agreement and disagreement, and gather information. Students could use the following sentence starters.

- I learned a good way to start a conversation was …
- I would like to know more about …
- When talking with classmates in Ukrainian, it was good to …
- I used the chart to …
### Види спорту / Sports and Activities

<table>
<thead>
<tr>
<th>Учень</th>
<th>Види спорту</th>
<th>Танцювати / to dance</th>
<th>Грати у футбол / to play soccer</th>
<th>Готувати / to cook</th>
<th>Читати / to read</th>
<th>Писати листи / to write letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>моя думка / my opinion:</td>
<td>моя думка / my opinion:</td>
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<td>передбачаю / prediction:</td>
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<td></td>
<td>його або її думка / his or her opinion:</td>
<td>його або її думка / his or her opinion:</td>
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<td>його або її думка / his or her opinion:</td>
<td>його або її думка / his or her opinion:</td>
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<td>2.</td>
<td>моя думка / my opinion:</td>
<td>моя думка / my opinion:</td>
<td>моя думка / my opinion:</td>
<td>моя думка / my opinion:</td>
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<td>передбачаю / prediction:</td>
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<td>передбачаю / prediction:</td>
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<td></td>
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<td>3.</td>
<td>моя думка / my opinion:</td>
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<td>його або її думка / his or her opinion:</td>
<td>його або її думка / his or her opinion:</td>
</tr>
</tbody>
</table>
# Види спорту / Sports and Activities: Self-assessment Rating Scale

<table>
<thead>
<tr>
<th>Під час виконання завдання я зміг/змогла:</th>
<th>Так</th>
<th>Майже</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>find out if my classmates agreed or disagreed with me regarding sports and activities</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>use interrogative pronouns (хто, що, скільки, котрий)</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>engage in short conversations with my partner, asking for clarification and repetition when I do not understand</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

## Коментарі

Я був задоволений/була задоволена цими частинами своєї роботи: ____________________________
__________________________________________
__________________________________________

Я планую покращити: ____________________________
__________________________________________
__________________________________________
Activity 3

Наш блог / Our Blog

Discuss with students the way technology is used for communication. Describe for them what a weblog is and how it is used. Explain that student groups will set up weblogs and classmates are expected to respond. Once the blogs have been set up, student groups will write an entry in Ukrainian expressing an opinion on a favourite book, movie, concert, sports event, computer game, or other topic or activity. Their opinion can be expressed in a variety of ways; e.g., a pretend interview with a star, a poem, a rap song. Encourage students to read other students’ blogs and respond to at least two other blog entries.

Sample Entry
Мені подобається Спайдермен. Я думаю, що він — герої. Він швидко рухається, як павук. А як ви думаєте?

Sample Response
Мені дуже подобається Спайдермен, бо він — особливий. Я б також хотів так лазити по будинках.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement/disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

Selected Supporting outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

GC–2.1
a. identify aspects of their personal style in language use

LC–1.4
b. use, structured situations, the following grammatical elements.
• verbs (present common)

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
• be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
Activity 3 (continued)

Materials

Computers or lab time.

Prerequisite Knowledge

Students are able to express, in writing, simple ideas and opinions. Students are familiar with the use of blogs.

Sample Vocabulary

рахунок / account
я погоджуюся / agree
подобатися / like

відсилати / post
відповідати / reply
dумка / opinion

Evaluation Tools

1. Rubric

Create an outcome-based rubric with the students before they set up and respond to web logs. Use the rubric to evaluate how well students are able to provide information, write short, simple texts and inquire about and express emotions and feelings.

   OUTCOMES
   A–1.1a
   A–2.2a
   LC–3.2a

2. Self-assessment

After setting up their web logs and responding to those of others, have the students reflect on their learning and how they were able to express agreement/disagreement, identify aspects of their personal style in language, use productive strategies and use certain grammatical elements.

   OUTCOMES
   A–2.1a
   LC–1.4b
   GC–2.1a
   S–2.3a
### Наш блог / Our Blog: Rubric

<table>
<thead>
<tr>
<th>Критерій:</th>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
<td>a. provide information on several aspects of a topic</td>
<td>provides factual information with articulate and pertinent details</td>
<td>provides factual information with appropriate and thoughtful details</td>
<td>provides factual information with overly simple and general details</td>
<td>provides factual information with vague and/or irrelevant details</td>
</tr>
<tr>
<td>A–2.2</td>
<td>a. inquire about and express emotions and feelings in a variety of familiar contexts</td>
<td>expresses emotions and feelings with articulate and pertinent details</td>
<td>expresses emotions and feelings with appropriate and thoughtful details</td>
<td>expresses emotions and feelings with overly simple and general details</td>
<td>expresses emotions and feelings with vague and/or irrelevant details</td>
</tr>
<tr>
<td>LC–3.2</td>
<td>a. produce a variety of short, simple written texts in guided situations</td>
<td>produces insightful and sophisticated written texts</td>
<td>produces appropriate and thoughtful written texts</td>
<td>produces simplistic text</td>
<td>produces written texts that lack depth or demonstrate minimal understanding</td>
</tr>
</tbody>
</table>
### Наш блог / Our Blog: Self-assessment

<table>
<thead>
<tr>
<th>Критерій:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I used the following to express my own personal style in Ukrainian:</td>
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<tr>
<td></td>
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<tr>
<td>- I expressed agreement or disagreement with the topic of other blogs, in the following sentences:</td>
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<tr>
<td>- I used present common verbs in the following sentences:</td>
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<tr>
<td>- I showed that I was aware of the writing process steps we discussed in class in the following ways:</td>
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</tbody>
</table>

Ім'я: ___________________________  Дата: ___________________________
Activity 4

Добра поведінка, погана поведінка / Good Behaviour, Bad Behaviour

Lead a brief discussion with students regarding good and bad behaviour. List common themes on the board. In groups of three, students will find in magazines or draw three pictures that demonstrate either good or bad behaviour. They will then paste them on the sheet supplied by you. Students will write their own opinion regarding the behaviour. Students will then circulate and show their pictures to others and ask them for their opinion on the pictures and the statements. Lastly, each group records the opinions of their classmates on the provided sheets.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement/disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–3.3
a. derive meaning from visual elements of a variety of media in guided situations

Selected Supporting outcomes

Students will be able to:

A–5.1
a. ask questions to gain knowledge and clarify understanding

LC–1.4
c. use, independently and consistently, the following grammatical elements
   • verbs (present common): поводитися, вітатися

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   • take part in group decision-making processes
   • participate in cooperative group learning tasks
Activity 4 (continued)

Materials
Sample chart (material), scissors, glue, tape and magazines.

Prerequisite Knowledge
None required.

Sample Vocabulary

Чи ти думаєш, що ці хлопці добре поводяться? / Do you think these boys are behaving well?
На мою думку, ці дівчата погані. / In my opinion, these are bad girls.
лаятися / to swear
Я не погоджуюся/ми не погоджуємося. / I/we don’t agree.
манери / manners
курити/палити / to smoke
алкоголь / alcohol
задиратися/чіплятися / to bully
одяг / clothing

Evaluation Tools

**Tool 1**
Self-reflection
After discussing good and bad behaviour with classmates, have the students reflect on their learning and how well they were able to use social and affective strategies, express agreement/disagreement, and inquire about and express emotions and feelings.

**Tool 2**
Self-assessment Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to inquire about and express agreement/disagreement and emotions/feelings, ask questions to gain knowledge, use grammatical elements and derive meaning from visual elements.
Добра поведінка, погана поведінка / Good Behaviour, Bad Behaviour:
Picture Pasting Sample Chart (material)

In the centre cells, paste the pictures you found that demonstrate good or bad behaviour. In the left-hand column, write your comments or opinions. In the right-hand column, write your classmate’s comments or opinions.

<table>
<thead>
<tr>
<th>Моя думка</th>
<th>Малюнки</th>
<th>Думка мого партнера</th>
</tr>
</thead>
<tbody>
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</table>

©Alberta Education, Alberta, Canada
| Добра поведінка, погана поведінка /  
| Good Behaviour, Bad Behaviour: Self-reflection |

Think about the discussions you had with classmates and complete the sentences below:

Ім'я: ____________________________  Дата: ____________________________

| When it was my turn to ask about and express feelings, attitudes and personal perspectives, I felt I could: |
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|

| When the members of my group and I were choosing the pictures for our sheet, I felt I could: |
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|

| When the members of my group and I were choosing our statements for the sheet, I felt: |
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|

| During the activity, when it was my turn to ask about and express agreement or disagreement, I felt I could: |
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
|__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________|
### Добра поведінка, погана поведінка / Good Behaviour! Bad Behaviour!: Self-assessment Rating Scale

<table>
<thead>
<tr>
<th>Ім'я: __________________________</th>
<th>Дата: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Я зміг/змогла:</td>
<td>Чудово</td>
</tr>
<tr>
<td>• express agreement/disagreement with statements made by my classmates</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>• inquire about and express opinions and feelings regarding different kinds of behaviours</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>• ask questions to gain knowledge and clarify understanding</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>• use present common verbs</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>• make meaning from the pictures or drawings</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
</tbody>
</table>

#### Коментарі

Я добре зробив/зробила: __________________________________________

________________________________________

Наступного разу я: __________________________________________

________________________________________
Activity 5

Мої однокласники / My Classmates

Ask students to write down an interesting ability or trait that they possess. List the abilities and traits anonymously on the board or overhead. Students will team up with a partner and decide which traits and abilities belong to which student. Once they think they know who wrote the description, they can approach the student to confirm their guess.

Sample Dialogue

- Гаразд, Давиде, я думаю, що Емілія–дівчина, яка ходить плавати щодня о шостій годині зранку. / OK David, I think that Emily is the girl who goes swimming every day at six in the morning.
- Ні, я не погоджуся. Я впевнений, що це Романа. Вона дуже атлетична дівчина. / No, I don’t agree. I’m sure it’s Romana. She’s a very athletic girl.
- Гаразд, ідемо спитаємо її. / Okay, let’s go ask her.
- Романо, чи ти ходиш до басейну щодня о шостій годині зранку? / Romana, do you go to the pool every day at six in the morning?

Specific Outcomes

Selected Principal outcomes

A–2.1
a. inquire about and express agreement/disagreement

A–5.1
a. ask questions to gain knowledge and clarify understanding

Selected Supporting outcomes

A–4.1
a. initiate and participate in informal exchanges with classmates

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- take part in group decision-making processes
Activity 5 (continued)

Materials

Sample list (material).

Prerequisite Knowledge

Students are able to read short simple descriptions of people and can relate the descriptions to
people they know.

Sample Vocabulary

Хто …/ Who
може писати двома руками? / can write
with both hands?
має одне око синє, а друже—зелене? / has
one blue eye and one green?
розмовляє трьома мовами? / speaks three
languages?
знає “Edmonon Oiler”? / knows an
Edmonton Oiler?
має собаку, названого Дизелем? / has a
dog named Diesel?
є дуже солодким? / is very sweet?
є дуже грайливим? / is very playful?
є дуже приємним? / is very pleasant?
є балакучим? / is chatty?
є дуже гарним? / is very nice?
є високим? / is tall?
є струнким? / is slim?
є темноволосим, блондином? / is dark
haired, blonde?

Evaluation Tools

TOOL 1
Anecdotal Notes

Observe the students as they work together to match
characteristics to students. Record anecdotal notes on the extent
to which students are able to engage in short conversations, and
inquire about and express agreement/disagreement.

A–2.1a
A–4.1a

TOOL 2
Learning Log

After matching characteristics to students, have the students
reflect on their learning and on how well they were able to initiate
and engage in conversations, agree or disagree, ask questions,
and use social and affective strategies. Students could use the
following sentence starters.
I learned that my classmates …
The most difficult questions to ask were …
The most interesting part of working with a partner was …
## Anecdotal Notes

### Критерій:
A–2.1a inquire about and express agreement/disagreement  
A–4.1a initiate and participate in informal exchanges with classmates

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
<th>Коментарі</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A–2.1a</td>
<td></td>
<td></td>
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<tr>
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<td>A–4.1a</td>
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<td>2.</td>
<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>3.</td>
<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>8.</td>
<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>9.</td>
<td>A–2.1a</td>
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<td>10.</td>
<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>11.</td>
<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>12.</td>
<td>A–2.1a</td>
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<td>A–4.1a</td>
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<td>13.</td>
<td>A–2.1a</td>
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<td>A–4.1a</td>
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</tbody>
</table>
Specific Outcomes

Students will be able to:

A–3.1a make a suggestion in a variety of situations
A–3.1b respond to a suggestion in a variety of situations
A–3.2a state personal actions in a variety of situations
A–3.3a check for agreement and understanding
A–3.3b express disagreement in an appropriate way

Other Specific Outcomes

Applications

Students will be able to:

A–2.1
a. inquire about and express agreement/disagreement

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.3
a. describe and examine a problem, then propose solutions

A–5.4
a. provide reasons for their opinions

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   • adjectives (comparative/superlative)
   • pronouns (interrogative): хто, що, скільки, котрий

b. use, in structured situations, the following grammatical elements:
   • adjectives (accusative singular inanimate): новий зошит, нову книжку, нове радіо

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations
Global Citizenship

Students will be able to:

GC–2.5
a. demonstrate curiosity about other languages and cultures

Strategies

Students will be able to:

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • ask for clarification or repetition when you do not understand; e.g., Прошу повторить, Що ви сказали?
   • invite others into the discussion
   • repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку..., я так, на ваш погляд..., Ви кажете, що..., Так, як я розумію,....
   • ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорять?

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   • use nonverbal means to communicate
   • be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
   • use words that are visible in the immediate environment

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   • participate in cooperative group learning tasks
   • use social interaction skills to enhance group learning activities
   • be willing to take risks and to try unfamiliar tasks and approaches
   • take part in group decision-making processes
Activity 1

Краща п’ятірка фільмів / The Top Five Movies

Arrange students into groups of three to four. Instruct students that they will be working together to choose a movie from a list of five for the year-end party. As students debate as to which movie is better or worse than another, emphasize that they are working as a group and should be focusing on expressing disagreement in an appropriate way. Encourage students to use adjectives such as цікавий, цікавіший, найцікавіший.

Variation
Students prepare a script of their dialogue rather than having a spontaneous conversation.

Sample Dialogue
• Я думаю, що “Ніч у музей” є найкасовішим фільмом 2006 року. / I think that Night at the Museum is the number one movie of 2006.
• Дякую, Ларисо, так, “Ніч у музей”—дуже смішний фільм. Чи тобі подобаються інші фільми? / Thank you Ashley, you are right, Night at the Museum is a very funny movie. Are there other movies that you like?

Specific Outcomes

Selected Principal outcomes

A–3.3
b. express disagreement in an appropriate way

A–5.4
a. provide reasons for their opinions

Selected Supporting outcomes

A–2.1
a. inquire about and express agreement/disagreement

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–1.4
b. use, in modelled situations, the following grammatical elements:
- adjectives (comparative/superlative)

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- participate in cooperative group learning tasks
- use social interaction skills to enhance group learning activities
- be willing to take risks and to try unfamiliar tasks and approaches
Activity 1 (continued)

Materials

Five appropriate movie titles to debate. Pen and paper.

Prerequisite Knowledge

Students should be able to express appreciation and support, agreement and disagreement, and give reasons for their opinions/answers.

Sample Vocabulary

фільм жахів / horror
комедія / comedy
gостросюжетний фільм / action
науковий фільм / science fiction
фантазія / fantasy
смішно / funny
сумний / sad
тому що / because
чудово / awesome
жахливо / terrible
яка добра ідея / what a good idea
мені подобається твоя відповідь / I like your answer

Evaluation Tools

T O O L

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to inquire about and express agreement, express disagreement appropriately, provide reasons for their opinions, gather information, and use a variety of social and affective strategies.

OUTCOMES

A–2.1a
A–3.3b
A–5.2a
A–5.4a
S–3.3a

Anecdotal Notes

Observe the students as they work together to compile their top five movies list. Record anecdotal notes on the extent to which students are able to check for agreement and understanding, and use given grammatical elements.

OUTCOMES

A–3.3b
LC–1.4a
LC–1.4b
Краща п’ятірка фільмів / The Top Five Movies:
Peer-assessment Checklist

Ім’я: ___________________________ Дата: ___________________________
Ім’я однокласника/однокласниці: ___________________________

<table>
<thead>
<tr>
<th>Мій однокласник/Моя однокласниця може:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• inquire about and express agreement</td>
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<td>• disagree in an appropriate way</td>
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<td>• gather information, using the top-five format</td>
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<td>• provide reasons for his or her favourite movie</td>
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<tr>
<td>• use social interaction skills to help make group learning activities successful</td>
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Ти добре зробив/зробила: __________________________________________
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Наступного разу: ____________________________________________
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Краща п’ятірка фільмів / The Top Five Movies: Anecdotal Notes

Дата: _________________________

Критерій:
A–3.3b express disagreement in an appropriate way
LC–1.4a use, in modelled situations, the following grammatical elements:
  • adjectives (comparative/superlative)
LC–1.4b use, in structured situations, the following grammatical elements:
  • adjectives (accusative singular inanimate)

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<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
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Я люблю телебачення / I Love Television

Inform students that they will be conducting an in-class survey on favourite television programs. Provide students with a survey template, model and answers. Students should prepare what they will ask and how they might answer.

Students will circulate through the class and survey their classmates. Students will state what their favourite show is and explain their reasons why.

Sample Dialogue
• Яка твоя улюблена передача? / What is your favourite show?
• Я люблю *Ugly Betty*. / I love *Ugly Betty*.
• Чому ти думаєш, що *Ugly Betty* є дуже смішною? / Why do you think *Ugly Betty* is very funny?
• Я думаю, що ситуації є реалістичні, особливо персонажі. / I think the situations are realistic, especially the characters.
• А ще чому? / Are there other reasons?

Specific Outcomes

**Selected Principal outcomes**

Students will be able to:

- A–3.3  
  a. check for agreement and understanding

- A–5.4  
  a. provide reasons for their opinions

**Selected Supporting outcomes**

Students will be able to:

- LC–1.4  
  a. use, in modelled situations, the following grammatical elements:
    - pronouns (interrogative): хто, що, скільки, котрий

- S–2.1  
  a. identify and use a variety of interactive strategies to enhance language use; e.g.,
    - ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорити?
    - repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку,…, І так, на ваш погляд,…, Ви кажете, що,…, Так, як я розумію,…
Activity 2 (continued)

Materials

Sample template.

Prerequisite Knowledge

The verbs подобатися and любити.
Expressions of agreement and disagreement.

Sample Vocabulary

телевізійна передача / TV show
Мені подобається … / I love…
Я погоджуюся/не погоджуюся / I agree (disagree)
думки / opinions

Evaluation Tools

TOOL 1
Anecdotal Notes

Observe the students as they survey their classmates. Note and record how well students are able to check for agreement and understanding, explain their reasons for liking a particular television program, check for agreement and understanding, and use interrogative pronouns.

OUTCOMES
A–3.3a
A–5.4a
S–2.1a

TOOL 2
Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to determine if they are able to use interactive strategies when surveying classmates about their favourite television programs, check for agreement and understanding, and provide reasons for their opinions.

OUTCOMES
A–3.3a
A–5.4a
LC–1.4a
Я люблю телебачення / I Love Television

Дата: __________________________

<table>
<thead>
<tr>
<th>Ім'я учня/учениці/ Student's name</th>
<th>Улюблена телепередача/ Favourite TV program</th>
<th>Поясни чому? / Reasons why</th>
<th>Улюблені персонажі / Favourite characters</th>
<th>Улюблений уривок / Favourite episode</th>
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Я люблю телебачення / I Love Television: Anecdotal Notes

Дата: __________________

Критерій:
A–3.3a check for agreement and understanding
A–5.4a provide reasons for their opinions
LC–1.4a use, in modelled situations, the following grammatical elements:
  • pronouns (interrogative) хто, що, скільки, котрий

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</table>
Я люблю телебачення / I Love TV: 
Self-assessment Rating Scale

Ім'я: ___________________________  Дата: ___________________________

Я можу:

- check for agreement and understanding
- provide reasons why I enjoy a particular television show
- use a variety of interactive strategies:
  - ask the other person to repeat when I do not understand
  - repeat part of what someone has said to make sure we both understood

Чудово Дуже добре Достатньо Ще ні

Komentari

Це я можу покращити:

______________________________________________________________
______________________________________________________________
______________________________________________________________

Я добре роблю:

______________________________________________________________
______________________________________________________________
______________________________________________________________
Порадник / Advice Columnist

Lead a brief discussion with students about typical problems in their lives and ways of dealing with them.

Divide students into groups of two or three. Students think of a typical problem related to examination anxiety, allowance money or curfews. They are to write a letter describing the problem and asking for advice. Collect the letters, shuffle them, and redistribute to the groups. The groups come up with suggestions for the problem and present the letters to the class along with their advice.

Sample Text
Це сумно, що ти нервовий, коли складаєш іспити. Це нормально. Ти повинен добре готуватися до іспиту. Також ти маєш добре поспати вночі і з'їсти хороший сніданок. / It's sad that you are nervous when you write exams. It's a normal problem. You have to prepare well when there is an exam. Also, you have to sleep well the night before and eat a good breakfast.

Specific Outcomes

Selected Principal outcomes

A–3.1
a. make a suggestion in a variety of situations

A–3.1
b. respond to a suggestion in a variety of situations

A–3.2
a. state personal actions in a variety of situations

A–5.3
a. describe and examine a problem, then propose solutions

Selected Supporting outcomes

A–3.3
b. express disagreement in appropriate way

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
• take part in group decision-making processes
• use social interaction skills to enhance group learning activities
**Activity 3 (continued)**

**Materials**

Pens and paper.

**Prerequisite Knowledge**

Students are able to state reasons for their suggestions and express agreement and disagreement with their peers.

**Sample Vocabulary**

- тривога перед іспитом / exam anxiety
- гроші на витрати / allowance money
- проблема / problem
- рішення / solution
- пропозиція / suggestion
- рекомендація / recommendation

**Evaluation Tools**

**TOOL 1**

**Peer-assessment Rating Scale**

Create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to make and respond to suggestions, express disagreement appropriately, describe and examine a problem, and understand a variety of short, simple written texts.

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<tr>
<th>OUTCOMES</th>
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<tr>
<td>A–3.1a</td>
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<td>LC–3.1a</td>
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**TOOL 2**

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well the students are able to state personal actions, make and respond to suggestions, and use a variety of social and affective strategies to enhance general learning.

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<th>OUTCOMES</th>
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Поширниця / Advice Columnist:
Peer-assessment Rating Scale

Ім'я: ____________________________  Дата: ____________________________

Ім'я однокласника/однокласниці: ____________________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• make suggestions regarding problems students typically face</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
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</tr>
<tr>
<td>• respond to suggestions made by my classmates</td>
<td>●●●●●</td>
<td>●●●●●</td>
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<tr>
<td>• describe and examine typical problems students face and then suggest solutions</td>
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<tr>
<td>• express disagreement in an appropriate way</td>
<td>●●●●●</td>
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<tr>
<td>• understand a variety of short, simple written texts</td>
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<td>●●●●●</td>
<td>●●●●●</td>
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</tbody>
</table>

Коментарі

Ти добре зробив/зробила: ____________________________________________
____________________________________________________________________
____________________________________________________________________

Наступного разу ти можеш приділити більше уваги: ______________________
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____________________________________________________________________
<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–3.1</td>
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<tr>
<td>a. make a suggestion in a variety of situations</td>
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<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
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<tr>
<td>A–3.1</td>
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<tr>
<td>b. respond to a suggestion in a variety of situations</td>
<td>⬤</td>
<td>⬤</td>
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<tr>
<td>A–3.2</td>
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<tr>
<td>a. state personal actions in a variety of situations</td>
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<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
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<tr>
<td>S–3.3</td>
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<td></td>
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<td></td>
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<tr>
<td>a. identify and use a variety of social and affective strategies to enhance general learning:</td>
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<td>⬤</td>
<td>⬤</td>
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<tr>
<td>• take part in group decision-making processes</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
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<tr>
<td>• use social interaction skills to enhance group learning activities</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
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</tr>
</tbody>
</table>

Коментарі

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Деякі поради для наступного разу: ___________________________________________________
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_________________________________________________________________________________
**Activity 4**

**Як я проводжу канікули / What I Do on Holidays**

Lead a brief discussion with students about vacation experiences and what they typically do during the holidays. Then inform them that they will help decorate the classroom with posters or collages of their vacation experiences. Once the decorations are up, students will take turns touring the classroom, learning about others’ experiences and explaining their own experiences to others.

**Sample Text**

Кожного літа моя сім’я йде до бабусі та дідуся у Калґарі. Ми ходимо до зоопарку, по магазинах та музеях. Ми також допомагаємо їм обробляти город. / Every summer, my siblings and I go to my grandparents’ house in Calgary. We go to the zoo, to malls and to museums. We also help them with work in the garden.

**Specific Outcomes**

**Selected Principal outcomes**

Students will be able to:

- **A–3.2**
  - a. state personal actions in a variety of situations

- **A–3.3**
  - a. check for agreement and understanding

**Selected Supporting outcomes**

Students will be able to:

- **LC–3.4**
  - a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

- **GC–2.5**
  - a. demonstrate curiosity about other languages and cultures

- **S–2.3**
  - a. identify and use a variety of productive strategies to enhance language use; e.g.,
    - use nonverbal means to communicate
    - be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
    - use words that are visible in the immediate environment
Activity 4 (continued)

Materials
Poster paper, markers, magazines, glue and scissors.

Prerequisite Knowledge
Regular present tense verbs. Stem-changing verbs.

Sample Vocabulary

<table>
<thead>
<tr>
<th>Ukrainian</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>весняні канікули</td>
<td>spring vacation</td>
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<tr>
<td>подорожувати</td>
<td>to travel</td>
</tr>
<tr>
<td>працювати</td>
<td>to work</td>
</tr>
<tr>
<td>зустрічатися з друзями</td>
<td>to go out with friends</td>
</tr>
<tr>
<td>відвідувати родину</td>
<td>to visit family</td>
</tr>
<tr>
<td>літня школа</td>
<td>summer school</td>
</tr>
<tr>
<td>озеро</td>
<td>the lake</td>
</tr>
<tr>
<td>доглядати за дитиною</td>
<td>to baby sit</td>
</tr>
<tr>
<td>таборувати</td>
<td>to go camping</td>
</tr>
<tr>
<td>бути вдома</td>
<td>to stay at home</td>
</tr>
<tr>
<td>йти в кіно</td>
<td>to go to the movies</td>
</tr>
</tbody>
</table>

Evaluation Tools

1. Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to state personal actions in a variety of situations, check for agreement and understanding, demonstrate curiosity about other languages and cultures, and use productive strategies.

2. Rubric
Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to express meaning in their poster or collage, use a variety of productive strategies and state personal actions in a variety of situations.
Як я проводжу канікули / What I Do on Holidays: Observation Checklist

Дата: ______________________

Критерій:
A–3.2a  state personal actions in a variety of situations
A–3.3a  check for agreement and understanding
GC–2.5a demonstrate curiosity about other languages and cultures
S–2.3a  identify and use a variety of productive strategies to enhance language learning; e.g.,
  • use nonverbal means to communicate
  • be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
  • uses words that are visible in the immediate environment

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>A–3.2a</td>
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<tr>
<td></td>
<td>A–3.3a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GC–2.5a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>S–2.3a</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>A–3.2a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A–3.3a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GC–2.5a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S–2.3a</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>A–3.2a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A–3.3a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GC–2.5a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>S–2.3a</td>
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<tr>
<td>4.</td>
<td>A–3.2a</td>
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<td></td>
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<tr>
<td></td>
<td>A–3.3a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GC–2.5a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S–2.3a</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>A–3.2a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>A–3.3a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GC–2.5a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S–2.3a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Як я проводжу канікули / What I Do on Holidays: Rubric

<table>
<thead>
<tr>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A–3.2</strong></td>
<td><strong>accurately</strong> state personal actions in a variety of situations</td>
<td>state personal actions in the present tense with few errors</td>
<td>somewhat accurately state personal actions in the present tense</td>
<td>state personal actions in the present tense with difficulty</td>
</tr>
<tr>
<td>a.</td>
<td>state personal actions in the present tense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LC–3.4</strong></td>
<td>express original meaning through a poster or collage</td>
<td>imaginatively express meaning through a poster or collage</td>
<td>predictably express meaning through a poster or collage</td>
<td>express routine meaning through a poster or collage</td>
</tr>
<tr>
<td>a.</td>
<td>express meaning through verbal and nonverbal communication in a variety of media in guided situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S–2.3</strong></td>
<td>use an extensive variety of productive strategies</td>
<td>use an almost full variety of productive strategies</td>
<td>use a partial variety of productive strategies</td>
<td>use a limited variety of productive strategies</td>
</tr>
<tr>
<td>a.</td>
<td>identify and use a variety of productive strategies to enhance language use; e.g.,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use nonverbal means to communicate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• be aware of and use the steps of the writing process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use words that are visible in the immediate environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Specific Outcomes

Students will be able to:

A–4.1a initiate and participate in informal exchanges with classmates
A–4.1b make and break social engagements in an appropriate manner

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic
A–3.2
a. state personal actions in a variety of situations
A–5.1
a. ask questions to gain knowledge and clarify understanding
A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Language Competence

Students will be able to:

LC–1.4
b. use, in structured situations, the following grammatical elements:
   • verbs (simple future tense)
   • verbs (present common)
   • nouns (accusative singular/plural inanimate)

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary
Strategies

Students will be able to:

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - work cooperatively with peers in small groups
   - be willing to take risks and to try unfamiliar tasks and approaches
   - use self-talk to feel competent to do the task
Activity 1

Таємний друг / Secret Friend

Have each student write his or her name on an index card, then collect them all. Shuffle the cards and redistribute them to the students. The name on the card is the student's new "secret friend." On the back of the card, students will write a short note of introduction. Collect the index cards and return them to the original name. Students will now circulate through the class, asking questions and trying to determine who their secret friend is.

Sample Text
Як справи? Я — твій таємний друг і хочу стати твоїм другом в українському класі. Я надіюсь, що ти зможеш познайомитись зі мною. Я справді люблю грати у _______. Моя улюблена співачка — _______. І моя улюблена їжа — _______. Чи ти знаєш, хто я? / Hello, __________. How are you? I am your secret friend and I want to say hi and become your friend in Ukrainian class. I hope that you can meet me. I am a young person of the same age, and I really like to play _______. My favourite singer is _______. And my favourite food is _______. Do you know who I am?

Sample Dialogue
A: У що ти любиш грати? / What do you like to play?
B: Я люблю грати у волейбол. / I like to play volleyball.
A: І хто є твоя улюблена співачка? / And who is your favourite singer?
B: Руслана / Ruslana.
A: І твоя улюблена їжа є піца? / And your favourite food is pizza?
B: Так. / Yes.
A: Ти — мій таємний друг. / You are my secret friend.
B: Так. / Yes.

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–3.2
a. state personal actions a variety of situations

A–4.1
a. initiate and participate informal exchanges with classmates

Students will be able to:

Selected Supporting outcomes

LC–1.4
b. use, in structured situations, the following grammatical elements:
• verbs (present common)
• nouns (accusative singular/plural inanimate)

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
• work cooperatively with peers in small groups
• be willing to take risks and to try unfamiliar tasks and approaches
Activity 1 (continued)

Materials

Index cards.

Prerequisite Knowledge

How to write greeting and farewell cards.
Questions words: Хто я? Verb to be.

Sample Vocabulary

Привіт, таємний друже / Hello, secret friend
Вгадай, хто я є / Guess who I am!
vік / age
хобі / hobbies

інтереси / interests
їжа / food
спорт / sport

Evaluation Tools

1. Learning Log

After having determined who their secret friends are, have the students reflect on their learning and on how well they were able to use a variety of social and affective strategies, initiate and engage in conversation, and state personal actions in a variety of situations. Students could use the following questions and sentence starters.

- This reminded me of …
- What did I say to initiate conversation with my classmates?
- Examples of regular actions and habits that I gave were …
- I would like to know more about …
- How did I help in working cooperatively with my classmates?

2. Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate and participate in informal exchanges, ask questions, use certain grammatical elements, and use social and affective strategies to enhance language learning.
**Таємний друг / Secret Friend: Observation Checklist**

<table>
<thead>
<tr>
<th>Учні</th>
<th>A–4.1</th>
<th>A–5.1</th>
<th>LC–1.4</th>
<th>S–3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. initiate and participate in informal exchanges with classmates</td>
<td>a. ask questions to gain knowledge and clarify understanding</td>
<td>b. use, in structured situations, the following grammatical elements:</td>
<td>a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• nouns (accusative singular/plural inanimate): у бейсбол, у футбол</td>
<td>• work cooperatively with peers in small groups</td>
</tr>
<tr>
<td>Так</td>
<td>Ще ні</td>
<td>Так</td>
<td>Ще ні</td>
<td>Так</td>
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</tbody>
</table>
Кола дружби / Friendship Rings

Distribute three blank Venn diagrams to each student, and then divide the class into two groups. Students will interview three classmates from the other group and ask questions about preferred activities. In the left circle students record the activities they like the most, and in the right circle they record the activities that the partner likes the most. When students discover they have a preferred activity that they share, that activity gets written in the centre section.

Each student will then identify the classmate(s) with whom he or she has the most activities in common. Invite the students to identify his or her favourite activities, and the classmate(s) with whom he or she shares the most activities and interests.

Sample Phrases
- Мені подобається ... / I like ...
- Я хочу навчитися ... / I want to learn ...
- Я роблю ... / I do ...
- Мій улюблений вид спорту ... / My favourite sport is ...
- Я вчу ... / I learn ...
- Чи тобі подобається ...? / Do you like ...?
- Чи ти хочеш навчитися ...? / Do you want to learn ...?
- Чи ти робиш ...? / Do you do ...?
- Який твій улюблений вид спорту ...? / What is your favourite sport?
- Чи ти вчиш ...? / Do you learn ...

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–4.1
a. initiate and participate in informal exchanges with classmates

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

Selected Supporting outcomes

A–5.2
a. gather information, from a variety of resources; e.g., print, human, multimedia, electronic

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- work cooperatively with peers in small groups
Activity 2 (continued)

Materials

Кола дружби / Friendship Ring.
Sample Venn diagram.

Prerequisite Knowledge

The verbподобатися. How to form questions.

Sample Vocabulary

Види діяльності та спорту / Activities and sports
Я хочу навчитися їздити на водних лижах. / I want to learn water ski.
Я люблю плавати влітку. / I like to swim in the summer.
Я роблю гімнастику. / I do gymnastics.
Я люблю грати у бейсбол. / I like playing baseball.
Я роблю вправи щодня. / I do exercise every day.
Я люблю кататися верхи. / I like to horseback ride.
Я люблю кататися на лижах у зимку. / I like skiing in the winter.
Я люблю танцювати. / I like to dance.
Я люблю грати у бадмінтон. / I like playing badminton.
Я люблю читати. / I like reading.
Мій улюблений вид спорту — теніс. / My favourite sport is tennis.
Я люблю дивитися ґольф по телевізору. / I like watching golf on television.

Evaluation Tools

Tool

1. Self-assessment Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Students use the checklist to gather information, and assess how well they are able to initiate, understand and manage a simple conversation.

Outcomes

A–4.1a
A–5.2a
LC–2.1a
LC–2.3a

Tool

2. Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a variety of social and affective strategies, and initiate, participate in and understand simple conversations.

Outcomes

A–4.1a
LC–2.1a
S–1.3a
Кола дружби / Friendship Rings

Ім'я: ____________________________  Дата: ____________________________

Ім'я однокласника/однокласниці: ____________________________

мої улюблені види діяльності  спільні види діяльності  улюблені види діяльності друга
Ім'я: ______________________  Дата: ______________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Майже</th>
<th>Ще ні</th>
<th>Що я можу зробити для покращення:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• start and participate in informal conversations with classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• gather information from my classmates</td>
<td></td>
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<tr>
<td>• understand a variety of short, simple spoken sentences with and without help from others</td>
<td></td>
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<tr>
<td>• manage simple, routine exchanges, asking for repetition or clarification when necessary</td>
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</tbody>
</table>

Коментарі

У майбутньому я … ________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
### Коля дружби / Friendship Rings: Checklist and Comments

| Им’я: ___________________________ | Дата: ___________________________ |

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A–4.1</strong>&lt;br&gt;a. initiate and participate in informal exchanges with classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LC–2.1</strong>&lt;br&gt;a. understand a variety of short, simple oral texts in guided and unguided situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S–1.3</strong>&lt;br&gt;a. identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups</td>
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<td></td>
</tr>
</tbody>
</table>

**Strengths:**

**Challenges:**

### Коля дружби / Friendship Rings: Checklist and Comments

| Им’я: ___________________________ | Дата: ___________________________ |

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A–4.1</strong>&lt;br&gt;a. initiate and participate in informal exchanges with classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LC–2.1</strong>&lt;br&gt;a. understand a variety of short, simple oral texts in guided and unguided situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S–1.3</strong>&lt;br&gt;a. identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths:**

**Challenges:**
Activity 3

Телефонні розмови / Telephone Calls

Lead a brief discussion with students on typical places they might go to have fun on the weekend. Place students into pairs and instruct them to choose a place; e.g., going to a movie. The two students will pretend to call each other to arrange a day, time and place to meet.

Prepare the students for the telephone call by having them arrange a series of personal statements in Ukrainian that could be used in a telephone conversation. Then place the students back-to-back.

Sample Dialogue for Making Social Engagement
A: Хело? / Hello?
B: Привіт _______. / Hello.
A: О, привіт, _______. / Oh hello, __________.
B: Я телефоную, щоб запросити тебе у кіно у суботу після обіду. / I am calling to invite you to the movie on Saturday afternoon.
A: Я піду із задоволенням, дякую. Де і коли ми зустрінемося? I would love to go, thank you. Where and when should we meet?
B: Прийди до моєго будинку о 1:30 годині. / Come to my house at 1:30.
A: Добре, побачимось тоді! / All right see you then!

Sample Dialogue for Breaking Social Engagement
A: Привіт _______. Це _______. / Hi __________. It's __________.
B: О, привіт. / Oh hello.
A: Вибач, але я не можу іти у кіно з тобою у суботу. / I am sorry, but I cannot go to the movie with you on Saturday.
B: Нічого страшного. Ми можемо піти іншим разом. / That's all right. We can go another time.
A: Я тобі дам знати, коли я зможу піти. / I'll let you know when I can go.
B: Добре. Побачимось пізніше. / Good. See you later.
A: Па-па _______. / Bye ________.

Specific Outcomes

Selected Principal outcomes

A–4.1
a. initiate and participate in informal exchanges with classmates
b. make and break social engagements in an appropriate manner

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

Students will be able to:
Activity 3 (continued)

Selected Supporting outcomes

Students will be able to:

**LC–1.4**
- b. use, in structured situations, the following grammatical elements:
  - verbs (simple future tense)

**LC–2.2**
- a. produce a variety of short, simple oral texts in guided situations

**S–1.3**
- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
  - work cooperatively with peers in small groups
Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

Students are familiar with greetings and exchanges over the telephone. Typical expressions used in Ukrainian when answering the telephone. The verb “to be.”

Sample Vocabulary

Привіт? / Hello?
Зв’язок поганий. / The connection is poor.
Я тебе не чую. / I cannot hear you.
Прошу говорити голосніше. / Please speak up.

Що ти хочеш? / Who do you want?
Чи я зможу залишити повідомлення? / Can I leave a message?
Зачекай. Я покличу її або його. / Wait, I’ll get him or her.

Evaluation Tools

TOOL 1
Peer-assessment Rating Scale

Create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to assess how well their peers are able to use a variety of social and affective strategies to initiate, make and break a social engagement, and manage simple, routine interactions.

TOOL 2
Rubric

Create an outcome-based rubric with the students before they practise their telephone conversations. Use the rubric to evaluate how well students are able to initiate and participate in conversations, make and break social engagements, use grammatical elements, produce short, simple oral texts, and manage simple, routine interactions.
Телефонні розмови / Telephone Calls: Peer-assessment Rating Scale

Ім'я: ___________________________ Дата: ___________________________

Ім'я однокласника/однокласниці: ___________________________

<table>
<thead>
<tr>
<th>Критерій</th>
<th>Оцінка партнера</th>
</tr>
</thead>
<tbody>
<tr>
<td>start and participate in informal exchanges with classmates</td>
<td>Чудово Дуже добре Задовільно Ще ні</td>
</tr>
<tr>
<td></td>
<td>●●●●●●●</td>
</tr>
<tr>
<td>make and break social engagements appropriately</td>
<td>Чудово Дуже добре Задовільно Ще ні</td>
</tr>
<tr>
<td></td>
<td>●●●●●●●</td>
</tr>
<tr>
<td>identify and use a variety of social and affective strategies to enhance language learning; e.g.,</td>
<td>Чудово Дуже добре Задовільно Ще ні</td>
</tr>
<tr>
<td></td>
<td>●●●●●●●</td>
</tr>
<tr>
<td>• take risks and try unfamiliar tasks and approaches</td>
<td></td>
</tr>
<tr>
<td>• repeat new words and expressions occurring in our conversation</td>
<td></td>
</tr>
<tr>
<td>• make use of these new words and expressions as soon as appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>●●●●●●●</td>
</tr>
</tbody>
</table>

Коментарі

Ти добре зробив/зробила:________________________________________________________________

______________________________________________________________________________________

Ти можеш покращити:_________________________________________________________________

______________________________________________________________________________________
## Телефонні розмови / Telephone Calls: Rubric

<table>
<thead>
<tr>
<th>Критерій:</th>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–4.1 a</td>
<td>initiate and participate in informal exchanges with classmates</td>
<td>initiate and participate in a meaningful way on the telephone with classmates</td>
<td>initiate and participate in a mostly meaningful way on the telephone with classmates</td>
<td>initiate and participate in a somewhat meaningful way on the telephone with classmates</td>
<td>initiate and participate in an insignificant way on the telephone with classmates</td>
</tr>
<tr>
<td>A–4.1 b</td>
<td>make and break social engagements in an appropriate manner</td>
<td>make and break social engagements in an accurate manner</td>
<td>make and break social engagements in an somewhat appropriate manner</td>
<td>make and break social engagements in a somewhat appropriate manner</td>
<td>make and break social engagements with difficulty</td>
</tr>
<tr>
<td>LC–1.4 b</td>
<td>use, in structured situations, the following grammatical elements</td>
<td>use the grammatical elements skillfully and accurately</td>
<td>use the grammatical elements appropriately</td>
<td>use the grammatical elements somewhat accurately</td>
<td>use the grammatical elements with great difficulty</td>
</tr>
<tr>
<td>LC–2.2 a</td>
<td>produce a variety of short, simple oral texts in guided situations</td>
<td>produce relevant short sentences to be used in a typical telephone call</td>
<td>produce appropriate short sentences to be used in a typical telephone call</td>
<td>produce somewhat pertinent short sentences to be used in a typical telephone call</td>
<td>produce very few short sentences to be used in a typical telephone call</td>
</tr>
<tr>
<td>LC–2.3 a</td>
<td>manage simple, routine interactions, asking for repetition or clarification when necessary</td>
<td>effectively manage simple, routine interactions, asking for repetition or clarification when necessary</td>
<td>mostly effectively manage simple, routine interactions, asking for repetition or clarification when necessary</td>
<td>somewhat effectively manage simple, routine interactions, asking for repetition or clarification when necessary</td>
<td>ineffectively manage simple, routine interactions, asking for repetition or clarification when necessary</td>
</tr>
</tbody>
</table>
Як краще дізнатися про тебе? (Частина 1) / Getting to Know You – Friends and Activities (Part 1)

Lead a brainstorm activity with students and generate a list of 15–20 typical recreational activities that students like to do. Compile them on the board or overhead projector. From the list, students are encouraged to choose any seven and write them in the spaces in the top row of the attached template. They are also to choose five students, preferably students who do not sit nearby, and list them in the first column.

Students approach the people they have chosen and conduct a quick interview. They are to ask questions about the activities that the classmate likes or dislikes. If the classmate dislikes an activity, the student puts an “X” in the appropriate box. If the classmate likes the activity, the student places a checkmark in the box.

Sample Dialogue
- Привіт, Олексо, як справи? / Hi Brian, how are you?
- Добре, дякую. / Fine, thanks.
- Скажи, чи ти любиш кататися на велосипеді? / Tell me, do you like to ride your bike?
- Так, я люблю кататися на велосипеді? Я катаюсь з моїм татом кожного вікенду. / Yes, I like to do that a lot. I go every weekend with my father.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1
a. initiate and participate in informal exchanges with classmates

A–5.1
a. ask questions to gain knowledge and clarify understanding

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

Selected Supporting outcomes

Students will be able to:

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- use self-talk to feel competent to do the task
- work cooperatively with peers in small groups
Activity 4 (continued)

Materials

Sample chart template.

Prerequisite Knowledge

The verb любити in the present tense. Recreational activity vocabulary.

Sample Vocabulary

інтерв’ю / interviews  робити вправи / to do exercise
ім’я / name  іти поїсти / to eat out
кататися на велосипеді / to ride on a bike  грати у карти / to play cards
спіvatи або танцювати / to sing or to dance  іти у кіно / to go to the movies
маїструвати / to make crafts  плавати / to swim
писати оповідання або вірші / to write  читати книжки / to read books
сторінки або поезії / stories or poems  куховарити / to cook
робити розмовляти з друзями / to talk to friends  дивитись телебачення / to watch TV
подорожувати / to travel

Evaluation Tools

1. Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use a variety of social and affective strategies, initiate and participate in a conversation, and gather information from a variety of resources.

A–4.1a
A–5.2a
S–1.3a

2. Anecdotal Notes

Observe the students as they conduct their interviews. Record anecdotal notes on the extent to which students are able to initiate and participate in a simple conversation, ask questions, and manage simple, routine interactions.

A–4.1a
A–5.1a
LC–2.3a
Ім'я: ________________________________  Дата: ____________________________________

<table>
<thead>
<tr>
<th>Вправа</th>
<th>Ім'я</th>
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<tr>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</table>
### Як краще дізнатися про тебе? (Частина 1)/ Getting to Know You – Friends and Activities (Part 1): Self-assessment Checklist

Iм'я: ___________________________ Дата: ___________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
<th>Приклади</th>
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</thead>
<tbody>
<tr>
<td>• start and participate in a casual conversation with classmates</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• gather information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• work cooperatively with classmates in small groups</td>
<td></td>
<td></td>
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<tr>
<td>• use self-talk to feel competent to do the task</td>
<td></td>
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</tr>
</tbody>
</table>

**Коментарі**

Я добре зробив/зробила: ____________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Наступного разу я буду: __________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Як краще дізнатися про тебе? (Частина 1) / Getting to Know You – Friends and Activities (Part 1): Anecdotal Notes

Дата: __________________________

Критерій:
A–4.1a initiate and participate in informal exchanges with classmates
A–5.1a ask questions to gain knowledge and clarify understanding
LC–2.3a manage simple, routine interactions, asking for repetition or clarification when necessary

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
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<tr>
<td>1.</td>
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<td>3.</td>
<td>A–4.1a</td>
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<td>LC–2.3a</td>
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<tr>
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<td>A–5.1a</td>
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<tr>
<td></td>
<td>LC–2.3a</td>
<td></td>
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</tbody>
</table>
Як краще дізнатися про тебе? (Частина 2) / Getting to Know You – Friends and Activities (Part 2) 
(This is a follow-up activity to Activity 4.)

Pair up the students with one of the students they interviewed. The pairs are to follow up their initial basic interview with some more questions regarding recreational activities. They are to record their answers on a sheet similar to the one provided. Students are to then present their new “friends” to the class.

Sample Dialogue
- Отже, Олексо, ти любиш кататися на велосипеді? / So Brian, you like to go bike riding, right?
- Так. / Yes.
- І як часто ти катаєшся? / And how often do you go?
- Кожного вікенду. / I go every weekend.
- Якої марки велосипед ти маєш? / What type of bike do you have?
- Я маю Schwinn. / I have a Schwinn.

Specific Outcomes

- **Selected Principal outcomes**
  - Students will be able to:
    - **A–1.1**
      - a. provide information on several aspects of a topic
    - **A–4.1**
      - a. initiate and participate in informal exchanges with classmates

- **Selected Supporting outcomes**
  - Students will be able to:
    - **A–5.2**
      - a. gather information from a variety of resources; e.g., print, human, multimedia, electronic
    - **LC–1.4**
      - b. use, in structured situations, the following grammatical elements:
        - verbs (present common)
Activity 5 (continued)

Materials

Sample template.

Prerequisite Knowledge

How to form questions.
How to form negative sentences.
Not to switch verb conjugations from the second person into the third.

Sample Vocabulary

інтерв’ю / interviews
ім’я / name
кататися на велосипеді / to ride on a bike
співати або танцювати / to sing or to dance
маїструвати / to make crafts
писати оповідання або вірші / to write
stories or poems
розмовляти з друзями / to talk to friends
подорожувати / to travel
робити вправи / to do exercise
іти поїсти / to eat out
іти у кіно / to go to the movies
плавати / to swim
читати книжки / to read books
куховарити / to cook
dивитись телебачення / to watch
television

Evaluation Tools

1. Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate the interview, gather information from a variety of resources and use present common verbs.

2. Learning Log

After conducting their second interview and introducing their partner, have the students reflect on their learning and on how well they were able to initiate and participate in the conversation while providing information about themselves, and to manage simple, routine interactions. Students could use the following sentence starters.

- To start off the interview, I …
- What information regarding my partner’s activity did I provide to the class?
- This reminded me of …
Ім'я: ___________________________   Дата: ___________________________

<table>
<thead>
<tr>
<th>ім'я</th>
<th>діяльність</th>
<th>з ким</th>
<th>де</th>
<th>чому</th>
<th>як часто</th>
</tr>
</thead>
</table>

Як краще дізнатися про тебе? (Частина 2) / Getting to Know You – Friends and Activities (Part 2)
Як краще дізнатися про тебе? (Частина 2) / Getting to Know You – Friends and Activities (Part 2): Rating Scale

Ім'я: ________________________  Дата:_____________________

### Ти можеш:

**A–4.1**

a. initiate and participate in informal exchanges with classmates

<table>
<thead>
<tr>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Здовільно</th>
<th>Ще ні</th>
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**A–5.2**

a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

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**LC–1.4**

b. use, in structured situations, the following grammatical elements:
   - verbs (present common)

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### Коментарі

Ти добре зробив/зробила: ______________________________________________________

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Час від часу ти мав/мала труднощі з: __________________________________________

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Specific Outcomes

Students will be able to:

A–5.1a ask questions to gain knowledge and clarify understanding
A–5.2a gather information from a variety of resources; e.g., print, human, multimedia, electronic
A–5.3a describe and examine a problem, then propose solutions
A–5.4a provide reasons for their opinions

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.1
a. inquire about and express agreement/disagreement

Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   • pronouns (interrogative): хто, що, скільки, котрий

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

LC–5.2
a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals

Students will use Ukrainian to extend their knowledge of the world.
Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

GC–1.2
a. explore some elements of Ukrainian culture beyond their immediate community

GC–1.5
a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

Strategies

Students will be able to:

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
• make a plan in advance about how to approach a language learning task
• keep a learning log
• check copied writing for accuracy
• decide in advance to attend to the learning task
• monitor your speech and writing to check for persistent errors
• identify factors that might hinder successful completion of a task, and seek solutions

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
• use resources to increase vocabulary
• use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
• use circumlocution and definition to compensate for gaps in vocabulary

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
• seek information through a network of sources, including libraries, the Internet, individuals and agencies
• formulate key questions to guide research
• write down key words and concepts in abbreviated form to assist with performance of a learning task

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
• use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
• use social interaction skills to enhance group learning activities
Activity 1

Свята та важливі дати / Holidays and Important Days

Students will select a traditional holiday date in Ukraine from a list provided by the teacher. Students use the Internet or other information sources to research the country to produce a short Ukrainian text describing the holiday. Students present a short report to the class about the significance of the holiday in Ukraine and explain its meaning. They will conclude by asking their classmates some comprehension questions.

Specific Outcomes

Selected Principal outcomes

A–1.1
a. provide information on several aspects of a topic

A–5.1
a. ask questions to gain knowledge and clarify understanding

Students will be able to:

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

GC–1.2
a. explore some elements of Ukrainian culture beyond their immediate community

Selected Supporting outcomes

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

Students will be able to:

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
  • make a plan in advance about how to approach a language learning task
  • keep a learning log
  • check copied writing for accuracy
Materials

List of traditional holidays in Ukraine.

Prerequisite Knowledge

Students should be familiar with Ukrainian holidays and festivals. They should also be familiar with Ukrainian geography.

Sample Vocabulary

January 7, Orthodox Christmas
March 9, Taras Shevchenko Day
June 28, Constitution Day
August 24, Independence Day
December 19, St. Nicholas Day

Evaluation Tools

Tool 1

Rating Scale

Create an outcome-based rating scale and share it with the students before they research and present on holidays in Ukraine. Use the rating scale to assess how well the students are able to provide information, ask questions and identify aspects of Ukrainian culture that are of personal interest.

Tool 2

Learning Log

After researching and presenting a holiday in Ukraine, have the students reflect on their learning and on how well they were able to use metacognitive strategies, and formulate questions about and explore elements of Ukrainian culture. Students could use the following sentence starters.

- This reminded me of …
- I would like to know more about …
- I really liked this holiday/festival because …
- I found this holiday interesting because in Canada we …
- As I reflected on my work, I realized that I …
- I used the following questions to guide my research …
Оцінка звіту 1

**Свята та важливі дати / Holidays and Important Days:**

**Rating Scale**

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<th>Ім'я: ___________________________</th>
<th>Дата: ___________________________</th>
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**Ти можеш:**

**A–1.1**

a. provide information on several aspects of a topic

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<th>Дуже добре</th>
<th>Задовільно</th>
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**A–5.1**

a. ask questions to gain knowledge and clarify understanding

|●●●●       |●●●●       |●●●●       |●●●●   |

**GC–3.1**

a. identify aspects of Ukrainian culture that are of personal interest

|●●●●       |●●●●       |●●●●       |●●●●   |

**Коментарі**

Ти добре зробив/зробила: ___________________________

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Час від часу ти мав/мала труднощі з: ___________________________

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Activity 2

Українське мистецтво / Ukrainian Art

Lead a brief discussion on the different kinds of art, e.g., painting, sculptures, literature, etc, and survey what students know and like. Mention a few famous Ukrainian artists and then present a more comprehensive list.

In groups of two to three, students will choose an artist from the list and then conduct brief preliminary research on a Ukrainian artist. Students will reflect on the artist they researched and evaluate whether or not they liked the artist and his or her work. The group will prepare a written summary of the artist, including their opinion of the artist and the reasons for it, to be posted in the classroom.

Sample Text
• Щодо нас, нам не подобається мистецтво Катерини Білокур. / For us, we do not like the art of Catherine Bilokyr.
• Її картини примітивні. / The figures in his paintings are fat and ugly.
• Нам не подобається ідея, яку вона висвітлювала. / Neither do we like the message that he sends.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.4
a. provide reasons for their opinions

LC–3.2
a. produce a variety of short, simple written texts in guided situations

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

Selected Supporting outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement and disagreement

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
• decide in advance to attend to the learning task
• monitor your speech and writing to check for persistent errors
• identify factors that might hinder successful completion of a task, and seek solutions
Activity 2 (continued)

Materials

A list of Ukrainian artists; e.g., Peter Shostak, William Kurelek, Olga Sugden, Larisa Sembaliuk-Cheladyn, Marianna Savaryn, Alexander Archipenko, Jacques Hnizdovsky, Myron Levytsky, Volodymyr Makarenko, Leo Mol.

Prerequisite Knowledge

None required.

Sample Vocabulary

живопис / painting  кольори / colours
скульптура / sculpture  пропорція / proportion
естетика / esthetic  галерея / gallery
малювання / drawing  кольоровий / colourful
форма / shape  ідея / message
теми / themes  деталь / detail
художник / artist  предмет / subject
краєвид / landscape  натура / still-life
колір / color  портрет / portrait

Evaluation Tools

1. Peer-assessment Checklist

Create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to provide reasons for their opinions, produce a variety of short, simple written texts, and identify aspects of Ukrainian culture that are of personal interest.

2. Learning Log

After researching and evaluating an artist’s work, have the students reflect on their learning and on how well they were able to use metacognitive strategies, inquire about and express agreement and disagreement, provide reasons for their opinions, and produce short, simple written texts. Students could use the following sentence starters.

- I learned …
- At the beginning, how did we decide to tackle the assignment?
- What were some persistent errors we made in our letter?
- What were some obstacles that could have prevented us from finishing the assignment?
- How did we overcome those obstacles?
Українське мистецтво / Ukrainian Art:  
Peer-assessment Checklist

Ім'я: ___________________________   Дата: ___________________________

Ім'я однокласника/однокласниці: ___________________________

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<thead>
<tr>
<th>Мій однокласник може:/Моя однокласниця може:</th>
<th>Так</th>
<th>Ще ні</th>
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</thead>
<tbody>
<tr>
<td>• provide reasons for his or her opinion</td>
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<tr>
<td>• contribute to a written summary in Ukrainian, with or without help</td>
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<td></td>
</tr>
<tr>
<td>• identify aspects of Ukrainian culture that interest him or her</td>
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</table>

Коментарі

Ти добре зробив/зробила: __________________________________________
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Деякі поради для наступного разу: __________________________________
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Activity 3

Український традиційний одяг / Traditional Clothing of Ukraine

Working in pairs, students will make a poster with pictures of traditional clothing items from a particular region in Ukraine.

The posters should include both men’s and women’s traditional garments; and, if boys and girls have traditional garments, they should be depicted on the poster as well. The posters should be labelled with the names of the items of clothing and name of the region. Students will also include a short text in Ukrainian that describes and explains the occasions on which these traditional clothes would be worn.

Students should be encouraged to use more than one information source for their research. Invite students to search for pictures and images using Google. Images can be printed from the Internet and pasted onto the poster board. The Ukrainian text descriptions must be in the students’ own words. Information sources used should be included in a list on the back of the poster.

Sample Text

Козак—традиційна фігура у культурі України. Козаки носили чоботи, їхні штани називалися шаровари. Вони також носили вишивану сорочку. / The gaucho is a traditional figure in the culture of Uruguay. The gauchos wear shoes called albargatos, and they are made of canvas. Their pants are called bombachas de campo. They also wear a poncho and a hat.

Extension

After completing the posters, students will do an oral presentation in front of the class to explain their work and answer any questions from classmates. The class is encouraged to ask questions in Ukrainian.

Specific Outcomes

Selected Principal outcomes

A–5.1
a. ask questions to gain knowledge and clarify understanding

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

Students will be able to:

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,

- use support strategies to help peers persevere at learning tasks; e.g.,
  offer encouragement, praise, ideas
- use social interaction skills to enhance group learning activities

Selected Supporting outcomes

LC–5.2
a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals

Students will be able to:
Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

The verb подобатися.

A list of adjectives students can use to describe clothing.

Sample Vocabulary

блузка / blouse
штани / pants
сорочка / shirt

плаття, сукня / dress
спідниця / skirt

Evaluation Tools

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to ask questions, recognize a variety of text forms, express meaning verbally and nonverbally, and use a variety of social and affective strategies to enhance general learning.

A–5.1a
LC–3.4a
LC–5.2a
S–3.3a

Learning Log

After researching and constructing their posters, have the students reflect on their learning and on how well they were able to ask questions, express meaning verbally and nonverbally, and use a variety of social and affective strategies to enhance general learning. Students could use the following sentence starters.

• What questions did I ask to gain knowledge and clarify understanding?
• What did I put on my poster?
• What elements of Ukraine did I learn about?
Ім'я: ___________________________ Дата: ___________________________

### Український традиційний одяг / Traditional Clothing of Ukraine:
Self-assessment Checklist and Goal Setting

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
<th>Наступного разу я …</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask questions to learn more and clarify understanding</td>
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<tr>
<td>recognize different kinds of texts; e.g., print, on TV, on the Internet, etc.</td>
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<tr>
<td>express what I want to say by creating and labelling a poster</td>
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<tr>
<td>come up with and use key questions to guide research</td>
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<tr>
<td>look for information through a network of sources, including libraries, the Internet, individuals and agencies</td>
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For the next research project I will set the following goals:

____________________________________________________________________

____________________________________________________________________

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____________________________________________________________________
Activity 4

Прийняття / A Reception

With the class, brainstorm a list of things that are needed for a welcoming reception for very important guests. Students will work in groups of two or three. Assign a particular responsibility to each group; e.g., music, food, decorations. Instruct them to consider the little steps that are necessary to prepare for each of the necessary items. Groups will then compile a sequential list of activities they feel they can accomplish to help with the preparations.

Sample Text
Перше, о котрій годині буде прийняття, і скільки людей там буде? Ми повинні пропонувати гостям напої. Нам потрібен список. Яка їжа нам потрібна? Хто купить їжу? Хто її приготує і де? Які напої ми запропонуємо? / First, at what time is the reception, and how many people will be there? We have to offer the guests some appetizers. We need a list. What types of food do we need? Who will buy the food? Who will prepare it and where? What kinds of beverages will we offer?

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–5.3
a. describe and examine a problem, then propose solutions

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   - (interrogative) pronouns: хто, що, скільки, котрий

Selected Supporting outcomes

LC–3.2
a. produce a variety of short, simple written texts in guided situations

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   - use resources to increase vocabulary
   - use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
   - use circumlocution and definition to compensate for gaps in vocabulary
Activity 4 (continued)

Materials

None required.

Previous Knowledge

None required.

Sample Vocabulary

dобрий ранок / good day
dобрий день / good afternoon
з приємністю / it is a pleasure
приємно з вами познайомитися / pleased to meet you
Я хочу вас представити … / I want to introduce you to …

do побачення / Good-bye
прийняття / a reception
гість / a guest
словник / dictionary
розклад / itinerary

Evaluation Tools

1. Rubric

Collaboratively create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to describe and examine a problem, then propose solutions, and produce a variety of short, simple written texts.

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<thead>
<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>A–5.3a</td>
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<tr>
<td>LC–1.4a</td>
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<td>S–2.3a</td>
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2. Learning Log

After completing the activity, have the students reflect on their learning and on how well they were able to use a variety of productive strategies, propose solutions to their task and use certain grammatical elements. Students could use the following sentence starters.

- This reminded me of …
- Our “to do” list was …
- I learned …
- The guests will like that we …
- We used the following texts for help with …
### Прийняття / A Reception: Rubric

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<th>Ім'я:</th>
<th>Дата:</th>
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#### Критерій:

##### Рівень

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<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
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</table>

**A–5.3 a.** describe and examine a problem and then propose solutions

- **Чудово:** skilfully and *effectively* describe and examine a problem, then propose solutions
- **Дуже добре:** appropriately describe and examine a problem, then propose solutions
- **Достатній:** somewhat effectively describe and examine a problem, then propose solutions
- **Обмежений:** with *difficulty* describe and examine a problem, then propose solutions

**LC–3.2 a.** produce a variety of short, simple written texts in guided situations

- **Чудово:** produce a detailed “to do” list
- **Дуже добре:** produce a simple “to do” list
- **Достатній:** produce a basic “to do” list
- **Обмежений:** produce a basic “to do” list with guidance

#### Work Habits:

- ☐ worked independently
- ☐ worked with some assistance
- ☐ worked with minimal assistance
- ☐ required constant supervision and assistance
Inform students that they will be celebrating “Ukrainian Day” with a potluck meal. Parents will be invited as well as the school administration. In preparation, students will be researching food and dishes that are typical for Ukraine. Students will work either individually or in pairs and learn about various meals and dishes. After having done research, students will choose a dish that is suitable for a potluck meal, and using a sheet similar to the sample template, collect information on that particular dish. Completed templates will be handed in to the teacher.

Sample Text
Борщ є традиційною українською стравою. Його готують з буряків, капусти, моркви, цибулі, картоплі і гороху. Борщ—гаряча страва, його можна їсти щодня. Приготування забирає приблизно 90 хвилин. / Borshch is a traditional Ukrainian dish. The ingredients include beets, cabbage, carrots, onion, potatoes and peas. Borsch in a hot dish that can be eaten every day. The preparation takes about 90 minutes.

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

Selected Supporting outcomes

GC–1.5
a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   • seek information through a network of sources, including libraries, the Internet, individuals and agencies
   • formulate key questions to guide research
   • write down key words and concepts in abbreviated form to assist with performance of a learning task
Activity 5 (continued)

Materials

Sample template.

Prerequisite Knowledge

Basic food vocabulary.

Sample Vocabulary

цибуля / onion  петрушка / parsley
кріп / dill  піч / oven
сіль / salt  пекти / bake
перець / pepper  нарізувати, кришити / chop
яйце / egg  наливати / pour
сир / cheese

Evaluation Tools

1. Peer-assessment Rating Scale

Create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to gather information, use a variety of cognitive strategies and participate in, and contribute to, activities that reflect Ukrainian culture.

Outcomes:
A–5.2a
GC–1.5a
S–3.1a

2. Learning Log

After researching and collecting information on typical Ukrainian dishes, have the students reflect on their learning and on how well they were able to use a variety of cognitive strategies, gather information and formulate questions about elements of Ukrainian culture. Students could use the following sentence starters.

- How useful was the template in gathering information?
- What questions did I need in order to find information?
- From what sources did I get information?
- What were some key concepts or topics?
- How did I/we find out about … ?

Outcomes:
A–5.2a
GC–1.1a
S–3.1a
### Спільна вечеря / A Potluck Meal

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Спільна вечеря / A Potluck Meal:
Peer-assessment Rating Scale

Ім'я: ___________________________  Дата: ___________________________
Ім'я однокласника/однокласниці: ______________________________________

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<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>• gather information from a variety of resources</td>
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<tr>
<td>• participate in, and contribute to, activities and experiences that</td>
<td><img src="image2" alt="Rating Scale" /></td>
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<tr>
<td>reflect Ukrainian culture</td>
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<tr>
<td>• identify and use a variety of cognitive strategies to enhance general</td>
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<td>learning</td>
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У твоїй вправі мені сподобалося:
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Деякі поради для наступного разу:
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Specific Outcomes

A–6.1a use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour
A–6.2a use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
A–6.3a use Ukrainian for personal enjoyment; e.g., learn a craft or a dance

Other Specific Outcomes

Applications

Students will be able to:

A–1.1 a. provide information on several aspects of a topic
A–5.1 a. ask questions to gain knowledge and clarify understanding

Language Competence

Students will be able to:

LC–1.1 a. identify and reproduce some critical sound distinctions that are important for meaning
LC–1.2 a. recognize and use spelling rules and mechanical conventions correctly with familiar words
LC–1.4 c. use, independently and consistently, the following grammatical elements:
  • verbs (present common)
LC–2.1 a. understand a variety of short, simple oral texts in guided and unguided situations
LC–2.2 a. produce a variety of short, simple oral texts in guided situations
LC–3.1 a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations
LC–3.2 a. produce a variety of short, simple written texts in guided situations
LC–3.4 a. express meaning through verbal and nonverbal communication in a variety of media in guided situations
**Global Citizenship**

Students will be able to:

**GC–1.1**
- a. formulate questions about elements of Ukrainian culture beyond their immediate community

**GC–1.2**
- a. explore some elements of Ukrainian culture beyond their immediate community

**GC–2.4**
- a. recognize that within any culture, there are important differences in the way people speak and behave

**GC–3.1**
- a. identify aspects of Ukrainian culture that are of personal interest

**Strategies**

Students will be able to:

**S–1.3**
- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
  - use self-talk to feel competent to do the task
  - be willing to take risks and try unfamiliar tasks and approaches

**S–2.1**
- a. identify and use a variety of interactive strategies to enhance language use; e.g.,
  - repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку, ..., І так, на ваш погляд, ..., Ви кажете, що..., Так, як я розумію,...
  - ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?, Чи ти розуміеш?
  - ask for clarification or repetition when you do not understand; e.g., Прошу повторіть., Що ви сказали?

**S–2.3**
- a. identify and use a variety of productive strategies to enhance language use; e.g.,
  - use familiar repetitive patterns from stories, songs, rhymes or media
  - use words that are visible in the immediate environment
  - use illustrations to provide detail when producing your own texts
  - use knowledge of sentence patterns to form new sentences

**S–3.1**
- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
  - seek information through a network of sources, including libraries, the Internet, individuals and agencies
  - use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Activity 1

Шкільний ідол / School Idol

Present students with traditional Ukrainian language songs, and explain some of the lyrics.

In groups of two or three, students choose a traditional English melody, e.g., “Old MacDonald” or “London Bridge” and change the lyrics to reflect a familiar theme. Students will rehearse their song and then present it to the class.

Sample Lyric (to the tune of “Old MacDonald”):
- Моя спідниця є задовга.
  / I A I A O / E I E I O
- Моя сорочка вишитана.
  / I A I A O / E I E I O

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

A–6.2
a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC–3.2
a. produce a variety of short, simple written texts in guided situations

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
  • use familiar repetitive patterns from stories, songs, rhymes or media
  • use words that are visible in the immediate environment
Activity 1 (continued)

- **Materials**
  None required.

- **Prerequisite Knowledge**
  Traditional songs and melodies. Vocabulary from previously covered units.

- **Sample Vocabulary**
  It varies.

**Evaluation Tools**

1. **Self-assessment Rating Scale**
   Create an outcome-based self-assessment rating scale and share it with the students before they compose their songs. Students use the rating scale to assess how well they are able to use Ukrainian for fun, produce a variety of short, simple oral texts and use a variety of productive strategies.

2. **Observation Checklist**
   Create an outcome-based checklist and share it with the students before they compose their songs. Use the checklist to assess if students are able to use Ukrainian creatively and for aesthetic purposes, and produce a variety of short, simple oral texts.
Ім'я: ____________________________  Дата: ____________________________

Я можу:

• use Ukrainian for fun
  Evidence:
  ______________________________________
  ______________________________________

• sing a short, simple song
  Evidence:
  ______________________________________
  ______________________________________

• use familiar repetitive patterns from songs
  Evidence:
  ______________________________________
  ______________________________________

• use words that we have learned this year and have practised
  Evidence:
  ______________________________________
  ______________________________________

Шкільний ідол / School Idol:  
Self-assessment Rating Scale

Чудово  Дуже добре  Здовільно  Ще ні
Дата: 

Критерій:
A–6.2a  use Ukrainian creatively and for aesthetic purposes
LC–2.2a  produce a variety of short, simple written texts in guided situations

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Український народний танець / A Ukrainian Dance

Students will research a regional dance of Ukraine, identifying key information such as the origin of the dance, an explanation of the dance’s history and its cultural significance, occasions on which the dance is performed or participated in, and a brief description of the dance steps. Then students create a poster that presents their findings and prepare a brief example of how the dance is done.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–6.3
a. use Ukrainian for personal enjoyment, e.g., learn a craft or a dance

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

Selected Supporting outcomes

Students will be able to:

GC–2.4
a. recognize that within any culture, there are important differences in the way people speak and behave

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   • seek information through a network of sources, including libraries, the Internet, individuals and agencies
   • use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Activity 2 (continued)

**Materials**

None required.

**Prerequisite Knowledge**

Students can collect information from a library books, the Internet and people in the Ukrainian community.

**Sample Vocabulary**

походження / origin  
культурне значення / cultural significance  
танцювальні кроки / dance steps  
повернутися / to turn  
тримати руку / to hold hands  
крутитися / to spin

**Evaluation Tools**

**Tool 1** Rubric

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to use Ukrainian for personal enjoyment, express meaning verbally and nonverbally, formulate questions and identify aspects of Ukrainian culture that are of personal interest.

**Tool 2** Anecdotal Notes

Observe the students as they participate in the activity. Record anecdotal notes on the extent to which students are able to provide information, use Ukrainian for personal enjoyment, recognize that there are important differences in the way people speak and behave within Ukrainian-speaking cultures, and use a variety of cognitive strategies.
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Український народний танець / A Ukrainian Dance: Anecdotul Notes

Дата: _____________________________

Критерій:
A–1.1a provide information on several aspects of a topic
A–6.3a use Ukrainian for personal for enjoyment; e.g., learn a craft or dance
GC–2.4a recognize that within any culture, there are important differences in the way people speak and behave
S–3.1a identify and use a variety of cognitive strategies to enhance general learning; e.g.,
  • seek information through a network of sources, including libraries, the Internet, individuals and agencies
  • use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

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Швидке малювання / The Sketch Artist

Students write a physical description in Ukrainian about a Ukrainian comic book, cartoon or television character. Students are encouraged to exaggerate and be creative with their descriptions; e.g., have eccentric clothing or odd hair colour. Students will then partner up with a classmate and read their description, slowly and clearly. The partner will listen and try to sketch out the person according to the description. Once the sketch is completed, the drawing and the description can be compared and checked for accuracy. The two partners then change roles.

Sample Dialogue
- Ім’я цієї особи Павло. / This person’s name is Pavlo.
- Він дуже-дуже високий. / He is very, very tall.
- У нього голова як гарбуз. / He has a head like a pumpkin.
- Він носить чорну шапку і рожеві штани. / He wears a black cap and pink pants.

Variation
The activity could be done in reverse order, with students drawing out the character, and a partner coming up with a written or oral physical description based on the drawing.

Specific Outcomes

Selected Principal outcomes

 Students will be able to:

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

Selected Supporting outcomes

 Students will be able to:

A–5.1
a. ask questions to gain knowledge and clarify understanding

GC–1.2
a. explore some elements of Ukrainian culture beyond their immediate community

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
- repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку,..., І так, на ваш погляд,..., Ви кажете, що..., Так, як я розумію,...
- ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?, Чи ти розумієш?
- ask for clarification or repetition when you do not understand; e.g., Прошу повторіть., Що ви сказали?
Activit (continued)

**Materials**

Markers and paper.

**Prerequisite Knowledge**

Noun adjective agreement.

**Sample Vocabulary**

<table>
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<tr>
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**Evaluation Tools**

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use Ukrainian for fun, produce a variety of short, simple oral texts, and express meaning verbally and nonverbally.

**Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to ask questions, use a variety of interactive strategies, use Ukrainian for fun, understand a variety of short, simple oral texts and explore elements of Ukrainian culture beyond their community.
Швидке малювання / The Sketch Artist: Rating Scale

Дата: __________________________

П = Постійно    Ч = Часто    Р = Рідко

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<th>LC–2.2a produce a variety of short, simple oral texts in guided situations</th>
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# Швидке малювання / The Sketch Artist: Self-assessment Checklist

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<td>Я можу:</td>
<td>Так</td>
</tr>
</tbody>
</table>

- ask questions to clarify understanding  
  Evidence:  
  -  
  -

- use Ukrainian for fun  
  Evidence:  
  -  
  -

- understand short, simple oral sentences or statements  
  Evidence:  
  -  
  -

- understand my classmate when he or she gives short descriptions of comic cartoon characters  
  Evidence:  
  -  
  -

- explore some elements of Ukrainian culture that are new to me  
  Evidence:  
  -  
  -

- repeat part of what my classmate has said to confirm that I have understood  
  Evidence:  
  -  
  -

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Activity 4

Komiksi / The Comic Strip

Present students with a few, short comic strips in Ukrainian and go through the dialogue/narration. Instruct students that they will submit their own version of a comic strip for a class newspaper.

Students may recycle comic strips from Ukrainian and English newspapers and magazines, "white out" the existing dialogue and create their own. They may also come up with a completely new comic strip with dialogue in Ukrainian.

Specific Outcomes

Selected Principal outcomes

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

A–6.2
a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Students will be able to:

Selected Supporting outcomes

LC–1.2
a. recognize and use spelling rules and mechanical conventions correctly with familiar words

LC–1.4
c. use, independently and consistently, the following grammatical elements:
   • verbs (present common)

Students will be able to:

LC–3.2
a. produce a variety of short, simple written texts in guided situations

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   • use words that are visible in the immediate environment
   • use illustrations to provide details when producing your own texts
   • use knowledge of sentence patterns to form new sentences
### Activity 4 (continued)

#### Materials

Comic strip with dialogue removed or whited out.

#### Prerequisite Knowledge

Students are able to write simple sentences to accompany drawings in the style of a comic strip, mainly to describe the visual and using direct speech language.

#### Sample Vocabulary

<table>
<thead>
<tr>
<th>панель / panel</th>
<th>характер / character</th>
</tr>
</thead>
<tbody>
<tr>
<td>заголовок / title</td>
<td></td>
</tr>
</tbody>
</table>

#### Evaluation Tools

**Tool 1: Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to create a Ukrainian-language comic strip that has an easy message, has text and images that support each other in telling the story, and uses humour successfully.

**Tool 2: Rubric**

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric and checklist to assess how well they are able to use Ukrainian for fun, use the listed grammatical elements, recognize and use spelling rules and mechanical conventions, and use productive strategies.
Ім'я: __________________________ Дата: __________________________

<table>
<thead>
<tr>
<th>У моєму коміксі:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I used Ukrainian creatively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
<td></td>
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<tr>
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<td>–</td>
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<tr>
<td>• I produced some short, simple texts to fit the comic strip.</td>
<td></td>
<td></td>
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<tr>
<td>Evidence:</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>• I recognized and used spelling rules and mechanical conventions with familiar words.</td>
<td></td>
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<tr>
<td>Evidence:</td>
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</tbody>
</table>

Коментарі

Я добре зробив/зробила: ______________________________________________
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Наступного разу я: ______________________________________________
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<table>
<thead>
<tr>
<th>Критерій:</th>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
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</thead>
</table>
| **A–6.1** | a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour | use the language for fun and in an *original way* | use the language for fun and in an *imaginative way* | use the language for fun and in a *conventional way* | **My:**
|          |        |        |            |           | □ work was not completed |
|          |        |        |            |           | □ task demonstrates minimal effort |
|          |        |        |            |           | □ learning has not yet been achieved |
| **LC–1.2** | a. recognize and use spelling rules and mechanical conventions correctly with familiar words | *accurately* apply some common spelling rules | *mostly accurately* apply some common spelling rules | *somewhat accurately* apply some common rules | |
| **LC–1.4** | c. use, independently and consistently, the following grammatical elements: verbs (present common) | *accurately* use the listed grammatical element | *mostly accurately* use the listed grammatical element | *somewhat accurately* use the listed grammatical element | |
| **S–2.3** | a. identify and use a variety of productive strategies to enhance language use; e.g., use words that were visible in the immediate environment, use illustrations to provide details when producing my own texts, use knowledge of sentence patterns to form new sentences | *meaningfully* use words that were visible in the immediate environment | *mostly meaningfully* use words that were visible in the immediate environment | *somewhat meaningfully* use words that were visible in the immediate environment | |
|          |        |        |            |           | |
|          |        |        |            |           | |
| Work habits |          |        |            |           | |
| □ worked independently | □ worked with some assistance | □ worked with minimal assistance | □ required constant supervision and assistance |
Activity 5

Скоромовки / Tongue Twisters

Ukrainian students will practice and then showcase their pronunciation skills at an in-class speaking contest. From a list provided by the teacher, students will choose tongue twisters they find fun or interesting. Each student has to perform at least one.

Sample Tongue Twisters
- Ішла Саша по шляху і ссала соску.
- На возі лоза, коло воза коза.
- У Феофана Митрофановича три сини Феофановичі.
- Носить Соня сіно. Буде спати на сіні Соня.

Specific Outcomes

Selected Principal outcomes

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

LC–1.1
a. identify and reproduce some critical sound distinctions that are important for meaning

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

Selected Supporting outcomes

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches

Students will be able to:
Activity 5 (continued)

Materials

Prizes for students (optional).
Cards with tongue twisters.

Previous Knowledge

Sample Tongue Twisters
- Ішла Саша по шляху і ссала соску.
- На возі лоза, коло воза коза.
- У Феофана Митрофановича три сини Феофановичі. Носить Соня сіно. Буде спати на сіні Соня.

Sample Vocabulary

It varies.

Evaluation Tools

Tool 1
Observation Checklist
Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand short, simple oral texts, reproduce some critical sounds in Ukrainian and use Ukrainian for fun.

Tool 2
Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to use the language for fun, understand short, simple texts, and use social and affective strategies to complete the task.
Скоромовки / Tongue Twisters:
Observation Checklist

Ім'я: ____________________  Дата: ____________________

<table>
<thead>
<tr>
<th>Учні</th>
<th>A–6.1 а. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour</th>
<th>LC–1.1 а. identify and reproduce some critical sound distinctions that are important for meaning</th>
<th>LC–2.1 а. understand a variety of short, simple oral texts in guided and unguided situations</th>
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<td>Так Ще ні</td>
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</tbody>
</table>
Скоромовки / Tongue Twisters: Self-assessment Checklist

Ім'я: ____________________________ Дата: ____________________________

Я можу:

<table>
<thead>
<tr>
<th></th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use Ukrainian for fun and enjoyment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td>−</td>
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<tr>
<td>• understand the meaning of the tongue twisters on the cards</td>
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<tr>
<td>Evidence:</td>
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<tr>
<td>• use self-talk to feel confident enough to say the tongue twister</td>
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<tr>
<td>Evidence:</td>
<td>−</td>
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<tr>
<td>• take a risk willingly</td>
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<tr>
<td>Evidence:</td>
<td>−</td>
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<td>−</td>
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</tr>
</tbody>
</table>

Коментарі

Я добре зробив/зробила: __________________________________________________
______________________________________________________________________
______________________________________________________________________

Наступного разу я: ______________________________________________________
______________________________________________________________________
______________________________________________________________________
Language Competence Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Language Competence: Students will use Ukrainian effectively and competently.

LC–1: Звуки, слова і правила / Sounds, Words and Rules
Activity 1: Сімейний альбом / Family Album
Activity 2: Відвідування ресторану / Eating Out
Activity 3: Міські краєвиди / Cityscapes
Activity 4: П’оездка до Ванкувера / Vancouver Bound
Activity 5: Це питання чи твердження? / Is It a Question or a Statement?
Activity 6: Що нам потрібно робити? / What Do We Have to Do?
Activity 7: Моє рідне місто / My Hometown
Activity 8: Людське тіло / The Human Body

LC–2: Задоволення від читання! / Fun with Oral Texts
Activity 1: Розповіді про рідне місто / Community Descriptions
Activity 2: Вгадай мою улюблену їжу! / Guess What My Favourite Food Is!
Activity 3: Святкування сімейних традицій з друзями / Family Traditions with Friends
Activity 4: Ця особа виглядає як … / This Person Looks Like …
Activity 5: Показ мод / Fashion Show

LC–3: Задоволення від писання / Fun with Written Text
Activity 1: Складання тексту / Sentence Strips
Activity 2: Річний альбом / Yearbook
Activity 3: Листівки / Postcards
Activity 4: Опис твору мистецтва / Art Descriptions

LC–4: Відповідність вживання мови / The Socialization of Language
Activity 1: Що відбувається? / What’s Happening?
Activity 2: Українські ідіоми / Ukrainian Idioms
Activity 3: “Зустріч та привітання” / Meet-and-Greet Role-play
Activity 4: Мовчазне вітання / Role-playing the Physical Side of Greetings
Activity 5: Обговорення діялогу / Hear a Dialogue and Discuss It!
LC–5: Робота з текстами / Working with Texts
Activity 1: Українські відомі спортсмени / Ukrainian Sport Heroes
Activity 2: Канікули та подорожі / Vacation and Travel
Activity 3: Складання текстів / Playing with Texts
Activity 4: Розмова з друзями / Conversations with Friends
Activity 5: Сімейні традиції моїх однокласників / Family Traditions of My Classmates
Specific Outcomes

**LC–1.1a** identify and reproduce some critical sound distinctions that are important for meaning

**LC–1.2a** recognize and use spelling rules and mechanical conventions correctly with familiar words

**LC–1.2b** use handwriting for written communication

**LC–1.3a** use a range of words and phrases within a variety of lexical fields, including:
- community
- sports/games
- transportation/travel
- family traditions
- food and eating out
- any other lexical fields that meet their needs and interests

**LC–1.4a** use, in modelled situations, the following grammatical elements:
- Nouns
  - genitive singular/plural
- Adjectives
  - comparative/superlative
- Verbs
  - common of motion (іти, йхати)
  - perfective aspect

**LC–1.4b** use, in structured situations, the following grammatical elements:
- Verbs
  - imperative
  - past tense
  - present common
  - simple future tense

**LC–1.4c** use, independently and consistently, the following grammatical elements:
- Verbs
  - present common

*Please note that only a few of the grammatical elements from the program of studies are addressed in the activities for Cluster LC–1. Teachers need to ensure that all of the grammatical elements from the program of studies are addressed.* See Appendix A: General and Specific Outcomes Chart for a listing of all grammatical elements for Grade 7.
Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.1
a. inquire about and express agreement/disagreement

A–4.1
a. initiate and participate in informal exchanges with classmates

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

Language Competence

Students will be able to:

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–3.3
a. derive meaning from visual elements in a variety of media in guided situations

LC–5.1
b. interpret simple references within texts; e.g., pronouns

Global Citizenship

Students will be able to:

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate environment

GC–1.2
a. explore some elements of Ukrainian culture beyond their immediate community
Strategies

Students will be able to:

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   • decide in advance to attend to the learning task
   • monitor your speech and writing to check for persistent errors

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   • use gestures, intonation and visual supports to aid comprehension
   • listen or look for key words

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   • revise and correct final versions of texts
   • apply grammar rules to improve accuracy at the correction stage
   • use words that are visible in the immediate environment
   • use illustrations to provide detail when producing their own texts

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   • take part in group decision-making processes
   • seek help from others
   • use self-talk to feel competent to do the task
Activity 1

Сімейний альбом / Family Album

Students will compile family albums. They bring pictures of their family members to put into the album (or drawings if photographs are difficult to get). Encourage students to bring photographs of extended family members as well (e.g., cousins, aunts, uncles).

Students will choose three family (or extended family) members and write small descriptions of each to be included in the album. Careful attention is to be paid to spelling and punctuation. The descriptions should focus on personality traits and hobbies. Once the descriptions are complete, the students will give them to a partner for editing.

Have the students handwrite the descriptions after editing, and then paste them in their family albums. These will be displayed in the classroom.

Sample Text
Моя мачуха Галина—дуже турботлива і приємна особа. Я її дуже люблю. Вона атлетична та інтеліґентна. До її інтересів входять ґольф, збирання марок і малювання. / My stepmother, Halyna, is a very caring and pleasant person. I like her very much. She is athletic and intelligent. Her interests include golf, collecting stamps and painting. She is a pharmacist.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

LC–1.2
a. recognize and use spelling rules and mechanical conventions correctly with familiar words

LC–3.2
a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   • revise and correct final versions of texts
   • apply grammar rules to improve accuracy at the correction stage
Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

It varies.

Sample Vocabulary

вік / age
характеристики / characteristics
риса характеру / personality trait
професія / profession
інтереси / interests
фізична зовнішність / physical appearance

Evaluation Tools

Rubric

Create an outcome-based rubric with the students before they begin writing the descriptions. Use the rubric to evaluate how well they are able to provide information on several aspects of a topic, apply some common spelling and punctuation rules, and use a variety of productive strategies when writing short, simple descriptions.

Learning Log

After writing the descriptions and proofreading them with classmates, have the students reflect on their learning and on how well they were able to provide information on several aspects of a topic, use common spelling and punctuation rules, and use selected grammatical elements. Students could use the following sentence starters.

- I learned …
- Some new words I learned for this activity were …
- This was different from …
- I would like to know more about …
Сімейний альбом / Family Album: Rubric

<table>
<thead>
<tr>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
<td>provides factual information with articulate and pertinent details</td>
<td>provides factual information with appropriate and thoughtful details</td>
<td>provides factual information with overly simple and general details</td>
<td></td>
</tr>
<tr>
<td>LC–1.2</td>
<td>accurately apply some common spelling rules</td>
<td>mostly accurately apply some common spelling rules</td>
<td>somewhat correctly apply some common spelling rules</td>
<td></td>
</tr>
<tr>
<td>LC–3.2</td>
<td>produce a variety of short, simple and meaningful written descriptions in guided situations</td>
<td>appropriately produce a variety of short, simple and mostly meaningful written descriptions in guided situations</td>
<td>simplistically produce a variety of short, simple and somewhat meaningful written descriptions in guided situations</td>
<td></td>
</tr>
<tr>
<td>S–2.3</td>
<td>thoroughly proofread and edit the final version of a text</td>
<td>carefully proofread and edit the final version of a text</td>
<td>casually proofread and edit the final version of a text</td>
<td></td>
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<tr>
<td></td>
<td>correctly apply grammar rules to improve accuracy at the correction stage</td>
<td>mostly correctly apply grammar rules to improve accuracy at the correction stage</td>
<td>somewhat correctly apply grammar rules to improve accuracy at the correction stage</td>
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Plan for improvement:

Work habits

☐ worked independently  ☐ worked with some assistance
☐ worked with minimal assistance  ☐ required constant supervision and assistance
Activity 2

Відвідування ресторану / Eating Out

Place the students into pairs and distribute three to five photographs or pictures to each group. Students will analyze the photographs/pictures and then discuss them with their partner. They will engage in short conversations and describe what they see in the photographs/pictures. Partners are to ask questions, agree or disagree with the other partner’s ideas, and contribute their own descriptions.

Sample Dialogue
- Моя сім'я часто їсть у МакДональдсі. Їхні гамбур'єри дуже добрі.
- Я люблю цей ресторан — там готують найкращі піци. Я думаю, вони готують власний томатний соус. / I like this restaurant—they make the best pizzas. I think they make their own tomato sauce.
- Я волію кращий ресторан, як цей, що на фотографії. Моя ціла сім'я з дідусем і бабусею до ресторану відповідно одягаються. / I prefer a better restaurant like the one in this photograph. My whole family gets dressed up and my grandparents join us.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
  a. inquire about and express agreement/disagreement

LC–1.3
  a. use a range of words and phrases, within a variety of lexical fields, including:
     • community
     • sports/games
     • transportation/travel
     • family traditions
     • food and eating out
     • any other lexical fields that meet their needs and interest

LC–1.4
  a. use, in modelled situations, the following grammatical elements:
     • adjectives (comparative/superlative)

Selected Supporting outcomes

Students will be able to:

LC–3.3
  a. derive meaning from the visual elements of a variety of media in guided situations

GC–1.1
  a. formulate questions about elements of Ukrainian culture beyond their immediate environment

S–1.2
  a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
     • decide in advance to attend the learning task
     • monitor your speech and writing to check for persistent errors

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Ukrainian Language and Culture 9Y Guide to Implementation, Grade 7  Cluster LC–1 / 7  2010
Activity 2 (continued)

Materials

Photographs and pictures.

Prerequisite Knowledge

Students are able to provide short, simple observations in guided situations.

Sample Vocabulary

На цій фотографії … / In this picture … Цей ресторан … / This restaurant …

Evaluation Tools

**Peer-assessment Checklist**

Create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to inquire about and express agreement and disagreement, use a range of words and phrases related to food and eating out, and derive meaning from visual elements.

**Outcomes**

- A–2.1a
- LC–1.3a
- LC–3.3a

**Observation Checklist**

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a variety of metacognitive strategies and use adjectives to formulate questions about food and eating out.

**Outcomes**

- LC–1.4a
- GC–1.1a
- S–1.2a
<table>
<thead>
<tr>
<th>Відвідування ресторану / Eating Out: Peer-assessment Checklist</th>
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<tbody>
<tr>
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<td>Ім’я однокласника/однокласниці: __________________________</td>
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<thead>
<tr>
<th>Так</th>
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<tr>
<td>• inquire and express agreement and disagreement</td>
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<tr>
<td>I heard you agree or disagree that:</td>
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| • use a variety of words and phrases dealing with food and eating out | Так | Ще ні |
| | ☐ | ☐ |
| I heard these key words that you used to describe the pictures: | | |
| | | |
| | | |

| • understand messages from pictures and posters from a variety of books and magazines with or without the help of others | Так | Ще ні |
| | ☐ | ☐ |
| I noticed you were able to understand the picture you observed by: | | |
| | | |
| | | |
Відвідування ресторану / Eating Out: Observation Checklist

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<thead>
<tr>
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<th>GC–1.1a</th>
<th>S–1.2</th>
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<tr>
<td></td>
<td>a. use, in modelled situation, the following grammatical elements:</td>
<td>a. formulate questions about elements of Ukrainian culture beyond their immediate community</td>
<td>a. use a variety of metacognitive strategies to enhance language learning</td>
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<td></td>
<td>• adjectives (comparative/superlative): смачний, смачніший, найсмачніший</td>
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<td>• decide in advance to attend to the learning task</td>
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<td>• monitor your speech and writing to check for persistent errors</td>
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Activity 3

Міські краєвиди / Cityscapes

Provide the students with photographs/pictures of architecture in Ukrainian cities. Each student will choose a photograph/picture, carefully examine it and prepare a description. Students will then pair up and describe their photographs/pictures to each other. Students listen to their partner’s description and offer their opinions.

Sample Text
Ця околиця називається … / This neighbourhood is called … Посередині її є площа із давнім фонтаном. / In the middle of the neighbourhood, there is a square with an ancient fountain. Позаду фонтану є три лавки біля двох старих дерев. / Behind the fountain, there are three benches by two old trees.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1
a. initiate and participate in informal exchanges with classmates

GC–1.2
a. explore some elements of Ukrainian culture beyond their immediate community

Selected Supporting outcomes

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   • nouns (genitive singular/plural)

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations
Activity 3 (continued)

Materials

Photographs and pictures of Ukrainian cityscapes.

Prerequisite Knowledge

Students are able to describe their photographs/pictures and understand oral texts as described by their peers.

Sample Vocabulary

озеро / lake
будинок / building
площа / square
церква / church
хмарочос / skyscraper
міська рада / town hall

Evaluation Tools

Learning Log

After discussing the architecture in the photographs/pictures, have the students reflect on their learning and on how well they were able to use demonstrative adjectives, understand what their partner described, and identify aspects of the architecture in Ukraine that are of personal interest. Students may use the following sentence starters.

- I used the required grammar in the following sentences:
- I learned that …
- The cities and towns in the pictures were different from those in Alberta in the following ways …
- I liked the following about the cities and towns in the photographs …

Rating Scale

Create an outcome-based rating scale and share it with the students before they describe and compare photographs/pictures. Use the rating scale to assess how well students are able to understand their partner’s description, initiate and participate in informal conversations, and explore some elements of Ukrainian culture beyond their immediate community.

OUTCOMES

LC–1.4a
LC–2.1a
GC–1.2a

A–4.1a
LC–2.1a
GC–1.2a
Міські краєвиди / Cityscapes: Rating Scale

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<th>Достатньо</th>
<th>Обмежено</th>
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<td>oral texts in guided and unguided situations</td>
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<td>culture beyond their immediate community</td>
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Коментарі

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Деякі поради для наступного разу: __________________________________
_________________________________________________________________
_________________________________________________________________
Поїздка до Ванкувера / Vancouver Bound

Lead a brief discussion with students on travelling when going on a trip to Vancouver. Divide the class into two equal teams. One student on Team A throws a tennis ball to the other team asking a question related to something that one has to do when going on a trip. A student on Team B catches the ball, and responds to the question. If the answer is correct, Team B wins a point and throws the ball to a student on Team A. If the answer provided is incorrect or the team member takes too long to answer, the team that threw the ball and asked the question wins a point and has a chance to throw the ball again and ask a new question.

Sample Questions
- Чим швидше можна доїхати, автобусом чи потягом? / Which is quicker, a bus or train?
- Який спосіб подорожі до Ванкувера є найдорожчим? / What is the most expensive way to travel to Vancouver?
- Яким іншим чином можна дістатися? / What other way could we go?
- Де ми будемо перебувати, коли дістанемося туди? / Where will we stay once we get there?

Specific Outcomes

**Selected Principal outcomes**

**A–6.1**

a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

**LC–1.3**

a. use a range of words and phrases within a variety of lexical fields, including:
   - community
   - sports/games
   - transportation/travel
   - family traditions
   - food and eating out
   - any other lexical fields that meet their needs and interest

**LC–1.4**

a. use, in modelled situations, the following grammatical elements:
   - verbs (perfective aspect)

**Selected Supporting outcomes**

**LC–2.2**

a. produce a variety of short, simple oral texts in guided situations

**S–3.3**

a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   - take part in group decision-making processes
   - seek help from others
   - use self-talk to feel competent to do the task
Activity 4 (continued)

Materials

Tennis ball or bean bag.

Prerequisite Knowledge

How to form questions and use question words.

Sample Vocabulary

приготування / preparations
ранець / backpack
автобус / bus

готель / hotel
автомобіль / car
потяг / train
літак / airplane

Evaluation Tools

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they start the game. Students use the rating scale to assess how well they are able to use social and affective strategies, use a variety of short, simple oral texts, use a range of words and phrases, and use certain grammatical elements.

OUTCOMES

LC–1.3a
LC–1.4a
LC–2.2a
S–3.3a

Observation Checklist

Create an outcome-based checklist and share it with the students before they start the game. Use the checklist to assess if students are able to use Ukrainian for fun, use a repertoire of vacation and travel words, and use social and affective strategies.

OUTCOMES

A–6.1a
LC–1.3a
S–3.3a
| Ім’я: ___________________________ | Дата: ___________________________

<table>
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<tr>
<th>Я можу:</th>
<th>Чудово</th>
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<th>Достатньо</th>
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<td>Evidence:</td>
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<td>• use perfective aspect verbs</td>
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<td>Evidence:</td>
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<td>• produce a variety of short, simple oral sentences</td>
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<td>• take part in group decision-making processes</td>
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<td>• seek help from others</td>
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<td>Evidence:</td>
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**Коментарі**

Я добре зробив/зробила: __________________________________________________________
________________________________________________________

Я можу покращити наступне: ____________________________________________________
________________________________________________________
### Поїздка до Ванкувера / Vancouver Bound: Observation Checklist

**Критерій:**
- A–6.1a use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour
- LC–1.3a use a range of words and phrases, within the lexical fields, including:
  - community
  - sports/games
  - transportation/travel
  - family traditions
  - foods and eating out
  - any other lexical field that meets their needs and interests
- S–3.3a identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - take part in group decision-making processes

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<th>Учні</th>
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Це питання чи твердження? / Is It a Question or a Statement?

Prepare a dialogue of seven to 10 sentences and leave out the punctuation. Place students into pairs and have them read out the dialogue in order to figure out if the sentences are questions, statements or exclamations. Students add the correct punctuation once they have decided what is appropriate.

Sample Dialogue
• А: Добого дня, Петре, як справи? / Good day Peter how are you?
• В: Добре, як твої? / Well and you?
• А: Я іду відвідати свою тітку. / I am on my way to visit my aunt.
• В: Чи це та тітка, яка живе на фермі? / Is that the aunt that who lives on a farm?
• А: Так, мої двоюрідні брати і сестри теж будуть там. / Yes, my cousins will also be there.

Variation
Have students come up with their own dialogue without punctuation and have partners try to figure out if the sentences are questions or statements.

Specific Outcomes

Selected Principal outcomes

A–2.1
a. inquire about and express agreement/disagreement

LC–1.1
a. identify and reproduce some critical sound distinctions that are important for meaning

LC–1.2
a. recognize and use spelling rules and mechanical conventions correctly with familiar words

LC–5.1
b. interpret simple references within texts; e.g., pronouns

Selected Supporting outcomes

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
• use gestures, intonation and visual supports to aid comprehension
• listen or look for key words
Activity 5 (continued)

Materials

Prepared dialogue without punctuation.

Prerequisite Knowledge

Punctuation for questions and exclamations.

Sample Vocabulary

кома / comma
крапка / period
наголос / accent
знак оклику / exclamation point
знак запитання / question mark

Evaluation Tools

1. Anecdotal Notes

Observe the students as they rehearse the dialogue and use intonation to determine the punctuation. Record anecdotal notes on the extent to which students are able to inquire about and express agreement and disagreement, identify and reproduce critical sound distinctions that are important for meaning, and use basic mechanical conventions and certain grammatical elements.

   OUTCOMES

   A–2.1a
   LC–1.1a
   LC–1.2a

2. Self-assessment Checklist

Create an outcome-based assessment checklist and share it with the students before begin the activity. Students use the checklist to determine if they are able to use a variety of interpretive strategies, understand a variety of short, simple written texts, and interpret simple references within texts.

   OUTCOMES

   LC–3.1a
   LC–5.1b
   S–2.2a
## Це питання чи твердження? / Is It a Question or a Statement?: Anecdotal Notes

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<td>LC–1.2a</td>
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<td>7</td>
<td>A–2.1a</td>
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<td>LC–1.1a</td>
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<td>LC–1.2a</td>
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<td>8</td>
<td>A–2.1a</td>
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<td>LC–1.1a</td>
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<td></td>
<td>LC–1.2a</td>
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</tbody>
</table>
Це питання чи твердження? / Is It a Question or a Statement?: Self-assessment Checklist

Ім'я: ___________________________ Дата: ___________________________

<table>
<thead>
<tr>
<th>Я можу</th>
<th>Я знаю, що досягнув/досягнула навчальної мети, тому що …</th>
<th>Наступного разу я …</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand short, simple written texts with and without the help of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>figure out from the text if the sentences are questions or statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify and use a variety of interpretive strategies: • use intonation to help understand the sentence • listen or look for key words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lead a brief discussion with students on camping and the gear needed when going on a camping trip. Divide the class into two equal teams. One student on Team A throws a tennis ball to the other team asking a question related to something that one has to do when going on a trip. A student on Team B catches the ball, and responds to the question. If the student answers correctly, the team wins a point. If the answer uses a common motion verb, the team scores an extra point. If the answer provided is incorrect or the team member takes too long to answer, the team that threw the ball and asked the question wins a point and has a chance to throw the ball again and ask a new question.

Sample Questions
- Що ти будеш робити, коли будеш їхати автобусом? / What do we have to do when we take the bus?
- Що ми маємо принести у парк? / What do we have to bring to the park?
- Що ми візьмемо їсти? / What do we have to pack to eat?

Specific Outcomes

Students will be able to:

- **A–6.1**
  a. use Ukrainian, through a variety of classroom activities for fun and to understand simple humour

- **LC–2.1**
  a. understand a variety of short, simple oral texts in guided and unguided situations

- **LC–2.2**
  a. produce a variety of short, simple oral texts in guided situations

- **LC–1.4**
  a. use, in modelled situations, the following grammatical elements:
    - verbs (common motion): йти, їхати

- **S–3.3**
  a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
    - take part in group decision-making processes
    - seek help from others
    - use self-talk to feel competent to do the task
Activity 6 (continued)

Materials

Tennis ball or bean bag.

Prerequisite Knowledge

How to form questions and use question words.
How to use verbs common of motion.

Sample Vocabulary

підготовка / preparations
наплечник/ранець / backpack
ватра / campfire
ліхтарик / flashlight
спальний мішок / sleeping bag
шатро / tent
гриль / grill
derево / tree

Evaluation Tools

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use social and affective strategies, use selected grammatical elements and produce a variety of short, simple oral texts.

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use Ukrainian for fun and understand a variety of short, simple oral texts.
Що нам потрібно робити? / What Do We Have to Do?:
Self-assessment Rating Scale

Ім'я: ____________________________  Дата: ____________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Задовільно</th>
<th>Обмежено</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use verbs (common of motion): іти, іхати</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>• produce a variety of short, simple oral</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>sentences</td>
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<tr>
<td>Evidence:</td>
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<td></td>
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<td></td>
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<td></td>
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<tr>
<td>• take part in group decision-making</td>
<td>•</td>
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<td>processes</td>
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<td>Evidence:</td>
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<tr>
<td>• seek help from others</td>
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<td>Evidence:</td>
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</table>

Коментарі

Я добре зробив/зробила: ____________________________

__________________________________________________

__________________________________________________

Я можу покращити: ____________________________

__________________________________________________

__________________________________________________
### Що нам потрібно робити? / What Do We Have to Do?:
Observation Checklist

Критерій:

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>1.</td>
<td>A–6.1a</td>
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<td></td>
<td>LC–2.1a</td>
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<td>2.</td>
<td>A–6.1a</td>
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<td>3.</td>
<td>A–6.1a</td>
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<td>LC–2.1a</td>
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<td>4.</td>
<td>A–6.1a</td>
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<td>LC–2.1a</td>
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<td>5.</td>
<td>A–6.1a</td>
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<td>LC–2.1a</td>
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<td>6.</td>
<td>A–6.1a</td>
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<td>LC–2.1a</td>
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<td>7.</td>
<td>A–6.1a</td>
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<td>8.</td>
<td>A–6.1a</td>
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<td>LC–2.1a</td>
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<td>9.</td>
<td>A–6.1a</td>
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<td>LC–2.1a</td>
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<td>10.</td>
<td>A–6.1a</td>
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<td></td>
<td>LC–2.1a</td>
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</tbody>
</table>

A–6.1a use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour
LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations
Моє рідне місто / My Hometown

Students will prepare and narrate a short guided tour in Ukrainian of their town or city, by highlighting things such as important buildings, monuments and statues that may have historical, economic, functional or personal significance. Students can use photographs, draw pictures, use magazine cut-outs, or make a video to accompany the presentation. Students share their presentations with classmates.

Sample Language
- Ось ми на площі. / Here we are in the square.
- Тут багато людей. / There are many people.
- Деякі хлопці грають у футбол. / Some boys play soccer.
- Тут є сім’я з собакою. / There is a family with their dog.
- Це дуже гарний день. / It’s a very nice day.
- Центр міста оточений гарними будинками. / There are many interesting buildings downtown.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

LC–1.4
c. use, independently and consistently, the following grammatical elements:
- verbs (present common)

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

Students will be able to:

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
- revise and correct final versions of texts
- apply grammar rules to improve accuracy at the correction stage
Activity 7 (continued)

Materials

None required.

Prerequisite Knowledge

Prepositions and location words.

Sample Vocabulary

Це мій ____./ This is my ____.
Тут є мій ____./ Here is my ____.
зліва / on the left
справа / on the right
прямо / straight ahead
церква / church
будинок / building

парк / park
поїзд/потяг / train, street car
статуя / statue
школа / school
бібліотека / library
магазин / shopping mall

Evaluation Tools

T O O L
1 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to provide information on several aspects of a topic, and produce short, simple oral texts.

OUTCOMES
A–1.1a
LC–2.2a

T O O L
2 Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to provide information on several aspects of a topic, produce short, simple oral texts, use certain grammatical elements and use productive strategies.

OUTCOMES
A–1.1a
LC–1.4c
LC–2.2a
S–2.3a
### My Hometown: Self-assessment Checklist

| Им'я: __________________________   Дата: __________________________ |

<table>
<thead>
<tr>
<th>Так</th>
<th>Ще ні</th>
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<tbody>
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</tbody>
</table>

I provided oral information, in Ukrainian, about my hometown.

I used actions and speaking to communicate.

I did the following well:

- [ ]
- [ ]
- [ ]

I had difficulty with:

- [ ]
- [ ]
- [ ]
## Моє рідне місто / My Hometown: Observation Checklist

Ім’я: ___________________________ Дата: ___________________________

Критерій:
A–1.1a provide information on several aspects of a topic
LC–1.4a use, independently and consistently, the following grammatical elements:
  • verbs (present common)
LC–2.2a produce a variety of short, simple oral texts in guided situations
S–2.3a identify and use a variety of productive strategies to enhance language use; e.g.,
  • revise and correct final versions of texts
  • apply grammar rules to improve accuracy at the correction stage

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>1.</td>
<td>A–1.1a</td>
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<td></td>
<td>LC–1.4c</td>
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<td></td>
<td>LC–2.2a</td>
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<td></td>
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<tr>
<td></td>
<td>S–2.3a</td>
<td></td>
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<tr>
<td>2.</td>
<td>A–1.1a</td>
<td></td>
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<tr>
<td></td>
<td>LC–1.4c</td>
<td></td>
<td></td>
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<td></td>
<td>LC–2.2a</td>
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<td></td>
<td>S–2.3a</td>
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<td>3.</td>
<td>A–1.1a</td>
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<td></td>
<td>LC–1.4c</td>
<td></td>
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<td></td>
<td>LC–2.2a</td>
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<td>S–2.3a</td>
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<td>4.</td>
<td>A–1.1a</td>
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<td>LC–1.4c</td>
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<td></td>
<td>LC–2.2a</td>
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<tr>
<td></td>
<td>S–2.3a</td>
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<tr>
<td>5.</td>
<td>A–1.1a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC–1.4c</td>
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<tr>
<td></td>
<td>LC–2.2a</td>
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<tr>
<td></td>
<td>S–2.3a</td>
<td></td>
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<tr>
<td>6.</td>
<td>A–1.1a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>LC–1.4c</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC–2.2a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S–2.3a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inform students that they will be using their knowledge of health and physical fitness to come up with a health campaign in Ukrainian; e.g., poster, advertisement, digital slide show, musical or dramatic presentation.

Students work individually or in small groups to create a campaign that promotes physical fitness, health and wellness. The campaign should include an explanation of activities that can be done to promote health and wellness; e.g., cardiovascular exercise, healthy diet, good personal hygiene and daily exercise. Students are to pay careful attention to their spelling and punctuation.

**Sample Text**

Що потрібно робити, щоб залишатися здоровим? Щоб залишатись здоровим, їжте здорову їжу, робіть вправи та щоночі спіть вісім годин. / What do I have to do to stay healthy? To stay healthy it is important to eat healthy food. You have to exercise and sleep eight hours every night.

**Specific Outcomes**

**Students will be able to:**

**Selected Principal outcomes**

- **A–1.1**
  - a. provide information on several aspects of a topic

- **LC–1.2**
  - a. recognize and use spelling rules and mechanical conventions correctly with familiar words

- **LC–1.2**
  - b. use handwriting for written communication

- **LC–1.4**
  - b. use, in structured situations, the following grammatical elements:
    - verbs (imperative)

**Selected Supporting outcomes**

- **LC–3.1**
  - a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

- **S–2.3**
  - a. identify and use a variety of productive strategies to enhance language use; e.g.,
    - use words that are visible in the immediate environment
    - use illustrations to provide detail when producing their own texts
Activity 8 (continued)

Materials
It varies.

Prerequisite Knowledge
How to form and properly punctuate questions. Students are able to write short texts in Ukrainian.

Sample Vocabulary

<table>
<thead>
<tr>
<th>Ukrainian Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>вправляти</td>
<td>to exercise</td>
</tr>
<tr>
<td>залишатися здоровим</td>
<td>to stay healthy</td>
</tr>
<tr>
<td>бігати</td>
<td>to jog</td>
</tr>
<tr>
<td>овочі</td>
<td>vegetable</td>
</tr>
<tr>
<td>дієта</td>
<td>diet</td>
</tr>
<tr>
<td>гігієна</td>
<td>hygiene</td>
</tr>
<tr>
<td>вода</td>
<td>water</td>
</tr>
<tr>
<td>йоґа</td>
<td>yoga</td>
</tr>
<tr>
<td>спортивний зал</td>
<td>gym</td>
</tr>
<tr>
<td>вітамін</td>
<td>vitamin</td>
</tr>
<tr>
<td>піднімати гирі</td>
<td>weight training</td>
</tr>
<tr>
<td>йти на прогулянку</td>
<td>to go for walks</td>
</tr>
</tbody>
</table>

Evaluation Tools

Learning Log
After completing their health campaign, have the students reflect on their learning and on how well they were able to provide information on several aspects of a topic, understand short, simple written texts, and use common spelling rules and mechanical conventions while using a variety of productive strategies to prepare their poster. Students could use the following sentence starters:
- This reminds me of …
- I learned that when forming questions …
- I used the following productive strategies while producing the poster …
- Some new vocabulary words I learned were …

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to provide information on several aspects of a topic, apply common spelling rules and mechanical conventions, use handwritten communication and use given grammatical elements.
### Людське тіло / The Human Body:
#### Checklist and Comments

<table>
<thead>
<tr>
<th>Ім’я: __________________________</th>
<th>Дата: __________________________</th>
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</thead>
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<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. provide information on several aspects of a topic</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>LC–1.2</td>
<td></td>
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<tr>
<td>a. recognize and use spelling rules and mechanical conventions correctly with familiar words</td>
<td>☐</td>
<td>☐</td>
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<td>LC–1.2</td>
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<tr>
<td>b. use handwriting for written communication</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>LC–1.4</td>
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<tr>
<td>b. use, in structured situations, the following grammatical elements:</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>• verbs (imperative)</td>
<td></td>
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</tbody>
</table>

### Коментарі

Ти добре зробив/зробила: __________________________
__________________________
__________________________
__________________________

Деякі поради для наступного разу: __________________________
__________________________
__________________________
__________________________
Fun with Oral Texts

Specific Outcomes

Students will be able to:

LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations
LC–2.2a produce a variety of short, simple oral texts in guided situations
LC–2.3a manage simple, routine interactions, asking for repetition or clarification when necessary

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.1
a. inquire about and express agreement/disagreement

A–3.1
a. make a suggestion in a variety of situations

A–3.3
b. express disagreement in an appropriate way

Language Competence

Students will be able to:

LC–1.3
a. use a range of words and phrases within a variety of lexical fields, including:
   • community
   • sports/games
   • transportation/travel
   • family traditions
   • food and eating out
   • any other lexical fields that meet their needs and interests

 LC–1.4
b. use, in structured situations, the following grammatical elements:
   • adjectives (noun–adjective agreement)
   • verbs (present common)

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–3.3
a. derive meaning from visual elements in a variety of media in guided situations

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations
Global Citizenship

Students will be able to:

**GC–1.2**
a. explore some elements of Ukrainian culture beyond their immediate community

**GC–1.5**
a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture

**GC–2.3**
a. identify how cultural influences affect individuals

**GC–2.5**
a. demonstrate curiosity about other languages and cultures

Strategies

Students will be able to:

**S–2.1**
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   - indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошу я не розумію, raised eyebrows, blank look
   - interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
   - self-correct if errors lead to misunderstandings; e.g., Я хотіла казати, що..., Я намагалася казати, що..., Я мала на увазі те, що...
   - start again, using a different tactic, when communication breaks down; e.g., Я хотів казати, що..., Це означає, що..., Тобто...
   - use a simple word similar to the concept to convey the concept, and invite correction; e.g., риба for лосось
   - ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорять?

**S–2.2**
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   - determine the purpose of listening
   - listen selectively based on purpose
   - infer probable meanings of unknown words or expressions from contextual clues

**S–2.3**
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   - compensate for avoiding difficult structures by rephrasing
   - use nonverbal means to communicate

**S–3.3**
a. identify and use a variety of social and affective strategies to enhance general learning language use; e.g.,
   - take part in group decision-making processes
   - use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
   - use social interaction skills to enhance group learning activities
   - seek help from others
   - use self-talk to feel competent to do the task
Activity 1

Розповіді про рідне місто / Community Descriptions

Students go to Google Images and type in the name of their town or city. Ask each student to choose one photograph from the images of their community, prepare an oral description of it, and then read the description to classmates.

Variation
Post the images and have each student secretly choose one and write a brief description in Ukrainian. Assign a partner to each student. One student will read his or her description and the other must figure out which image it represents.

Sample Text
Ця фотографія має .... На цій фотографії є .... Ця фотографія показує .... / This photograph has .... In this photograph there are .... This photograph is about ....

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–3.3
a. derive meaning from visual elements in a variety of media in guided situations

Selected Supporting outcomes

Students will be able to:

LC–1.3
a. use a range of words and phrases within a variety of lexical fields, including:
   • community
   • sports/games
   • transportation/travel
   • family traditions
   • food and eating out
   • any other lexical fields that meet their needs and interests

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошу, я не розумію., raised eyebrows, blank look
   • interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
   • self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що...
Activity 1 (continued)

Materials
None required.

Prerequisite Knowledge
Students will know a variety of descriptive adjectives and be able to use simple verbs.

Sample Vocabulary
Ця фотографія показує … / This photograph shows …
На цій фотографії є … / In this photograph there are …

Evaluation Tools

**Rubric**
Create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to provide information on several aspects of a topic, produce short, simple oral texts, derive meaning from visual elements and use a variety of interactive activities.

**Peer-assessment Rating Scale**
Create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to provide information, write a short, simple description of their community photograph, manage a simple conversation about it and use a variety of interactive strategies.
### Розповіді про рідне місто / Community Descriptions: Rubric

<table>
<thead>
<tr>
<th>Критерійі:</th>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
<td>a. provide information on several aspects of a topic</td>
<td>provide factual information with articulate and pertinent details</td>
<td>provide factual information with appropriate and thoughtful details</td>
<td>provide factual information with overly simple and general details</td>
<td>□ work was not completed □ task demonstrates minimal effort □ learning has not yet been achieved</td>
</tr>
<tr>
<td>LC–2.1</td>
<td>a. understand a variety of short, simple oral texts in guided and unguided situations</td>
<td>clearly understand a variety of short, simple oral texts in guided and unguided situations</td>
<td>understand very well a variety of short, simple oral texts in guided and unguided situations</td>
<td>basically understand a variety of short, simple oral texts in guided and unguided situations</td>
<td></td>
</tr>
<tr>
<td>LC–3.3</td>
<td>a. derive meaning from visual elements in a variety of media in guided situations</td>
<td>derive detailed meaning from visual elements in a variety of media in guided situations</td>
<td>derive appropriate meaning from visual elements in a variety of media in guided situations</td>
<td>derive general meaning from visual elements in a variety of media in guided situations</td>
<td></td>
</tr>
<tr>
<td>S–2.1</td>
<td>a. identify and use a variety of interactive strategies; e.g.,</td>
<td>effectively indicate lack of understanding verbally or nonverbally</td>
<td>mostly effectively indicate lack of understanding verbally or nonverbally</td>
<td>somewhat effectively indicate lack of understanding verbally or nonverbally</td>
<td>План щодо покращення:</td>
</tr>
<tr>
<td>Work habits</td>
<td>□ worked independently □ worked with minimal assistance</td>
<td>□ worked with some assistance □ required constant supervision and assistance</td>
<td>□ worked with some assistance □ required constant supervision and assistance</td>
<td>□ worked with some assistance □ required constant supervision and assistance</td>
<td></td>
</tr>
</tbody>
</table>

**Ім'я:** ____________________________________________  **Дата:** ____________________
## Розповіді про рідне місто / Community Descriptions: Peer-assessment Rating Scale

Ім'я: ___________________________  Дата: ___________________________

Ім'я однокласника/однокласниці: ___________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Недостатньо</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use a range of vocabulary words and phrases to provide information about the community</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>• write short, simple sentences to describe a community photograph</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>• indicate lack of understanding verbally or nonverbally</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>• understand and use a variety of nonverbal cues to communicate</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Коментарі**

Через цю вправу ти допоміг/допомогла мені дізнатися … ___________________________

__________________________________________

__________________________________________

__________________________________________

Деякі поради для наступного разу: ___________________________

__________________________________________

__________________________________________

__________________________________________
**Activity 2**

**Вгадай мою улюблену їжу! / Guess What My Favourite Food Is!**

Students use pictures from magazines and the Internet to create a collage illustrating their favourite food. Post each collage on the wall and label it with a randomly assigned number rather than the student’s name. Working with a partner, students walk around the classroom and use the picture clues and discussion with their partner to guess which collage was created by which student in the class. Each pair of students records its guess on a numbered list and compares it with the master list revealed at the end of the activity.

**Sample Dialogue**
- Я думаю, цей коляж належить до …, тому що показує … / I think this collage belongs to … because it shows …
- Я згідний. Я думаю, він належить до … / I agree. I think it belongs to …
- Я не згідний. Я думаю, це … / I disagree. I think it is by …

**Specific Outcomes**

**Selected Principal outcomes**

- **A–2.1**
  a. inquire about and express agreement/disagreement

- **A–3.3**
  b. express disagreement in an appropriate way

**Students will be able to:**

- **LC–2.2**
  a. produce a variety of short, simple oral texts in guided situations

- **LC–2.3**
  a. manage simple, routine interactions asking for repetition or clarification when necessary

**Selected Supporting outcomes**

- **LC–3.3**
  a. derive meaning from the visual elements of a variety of media in guided situations

- **LC–3.4**
  a. express meaning through the use of verbal and nonverbal communication in a variety of media in guided situations

**Students will be able to:**

- **S–2.3**
  a. identify and use a variety of productive strategies to enhance language use; e.g.,
    - compensate for avoiding difficult structures by rephrasing
Activity 2 (continued)

Materials

Pictures of activities from magazines or the Internet.

Prerequisite Knowledge

Students will know the uses of the verb подобатися (to like) and will be able to express simple actions in the present tense. Students will also be able to express disagreement and agreement in a variety of ways.

Sample Vocabulary

Я думаю, цей колаж належить до ..., тому що показує ... / I think this collage belongs to ... because it shows ...

Я згідний. Я думаю, він належить до ... / I agree. I think it belongs to ...

Я не згідний. Я думаю, це ... / I disagree. I think it is by ...

Evaluation Tools

1 Learning Log

After identifying the owners of the various collages, have the students reflect on their learning and how well they were able to express disagreement appropriately, derive and express meaning from visuals, and use productive strategies. Students could use the following sentence starters.

- I learned that …
- The part I liked best about my description was …
- I would like to know more about …
- When I didn’t know how to express a difficult word or sentence, I compensated by …
- I was able to express disagreement by …

Tool 2 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to inquire about and express agreement/disagreement, manage simple, routine interactions, and produce a variety of short, oral texts.
### Вгадай мою улюблений їжу! / Guess What My Favourite Food Is! : Self-assessment Rating Scale

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Майже</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• express disagreement appropriately</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• express myself in Ukrainian, using short, simple sentences</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• engage in short conversations with my partner, asking for repetition</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>and clarification when necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Коментарі

У моєму коляжі мені найбільше сподобалося: ________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Я планую покращити наступне: ____________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Select an upcoming long weekend and discuss with students what they would do if they celebrated the holiday together.

Place students into groups of two to three. They will discuss what they traditionally do for the upcoming long weekend, e.g., Thanksgiving, and they will decide what changes would be necessary if they were to celebrate as a group. They will have to coordinate their times accordingly. Students will have to discuss and then decide where they will go, in what order, and with which family. Students will hand in their final plan to the teacher.

Sample Dialogue
- Переважно я з сім'єю іду до будинку дідуся та бабусі. Чи ти хочеш прийти? / Normally, I go to my grandparents' house with my family. Do you want to come along?
- Я іду в парк зі своїми братами. Коли ти ідеш до своїх дідуся та бабусі? / I go to the park with my brothers. When do you go to your grandparents?
- О другій або третій годині після обіду. / At 2:00 or 3:00 in the afternoon.
- Ми можемо піти в парк зранку. Я хочу піти з тобою. / We can go to the park in the morning. I want to go with you.

Specific Outcomes

Students will be able to:

Selected Principal outcomes
A–3.1 a. make a suggestion in a variety of situations
A–3.1 b. respond to a suggestion in a variety of situations

LC–2.3 a. manage simple, routine interactions, asking for repetition or clarification when necessary

Selected Supporting outcomes
LC–3.2 a. produce a variety of short, simple written texts in guided situations
GC–2.3 a. identify how cultural influences affect individuals
GC–2.5 a. demonstrate curiosity about other languages and cultures

S–3.3 a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
• take part in group decision-making processes
• use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
• use social interaction skills to enhance group learning activities
Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

Students will be able to provide short descriptions about family traditions; they will be familiar with uses of the verb подобатися (to like) and will be able to make short statements in the simple present.

Sample Vocabulary

It varies.

Evaluation Tools

Tool 1

Self-assessment

Create an outcome-based self-assessment and share it with the students before they begin the activity. Students use the assessment to determine how well they are able to make and respond to a suggestion, manage simple, routine interactions, identify how culture affects individuals, and use social and affective strategies.

Tool 2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to produce a variety of short written and oral texts, manage simple interactions, demonstrate curiosity about other cultures, and use social and affective strategies.
Ім'я: __________________________    Дата: __________________________

<table>
<thead>
<tr>
<th>I used the following statements to describe my family traditions:</th>
<th>I used the following social and affective strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

When people asked me questions, I understood my classmates:
always    usually    sometimes    seldom
●●●●

I know this because …

I was able to identify how cultural influences affect individuals:    Так    Ні

Evidence:
________________________________________________________________________
________________________________________________________________________

I used the following statements to respond to a suggestion:

1. ______________________________________________________________________

2. ______________________________________________________________________
### Святкування сімейних традицій з друзями / Family Traditions with Friends: Rating Scale

<table>
<thead>
<tr>
<th>Ім'я: ____________________________________</th>
<th>Дата: ____________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC–2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. manage simple, routine interactions, asking for repetition or clarification when necessary</td>
<td>⬤⬤⬤⬤⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC–3.2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. produce a variety of short, simple written texts in guided situations</td>
<td>⬤⬤⬤⬤⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GC–2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. demonstrate curiosity about other languages and cultures</td>
<td>⬤⬤⬤⬤⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S–3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,</td>
<td>⬤⬤⬤⬤⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• take part in group decision-making processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas</td>
<td>⬤⬤⬤⬤⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use social interactions skills to enhance group learning activities</td>
<td>⬤⬤⬤⬤⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Коментарі

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Ця особа виглядає як … / This Person Looks Like …

Each student chooses a well-known celebrity and writes three or four sentences to describe that person. For example, students may describe the person’s interests, personality traits or physical characteristics. Working in groups of three or four, students take turns reading their descriptions and having the other students in their group guess who they are describing to make sure it is written correctly.

Sample Text
- Ця особа має сині очі та темне волосся. / This person has blue eyes and dark hair.
- Ця особа висока та атлетична. / This person is tall and athletic.
- Ця особа любить багато читати. / This person likes to read a lot.
- Ця особа дуже товариська і дружня. / This person is very sociable and friendly.

Specific Outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

Students will be able to:

LC–3.2
a. produce a variety of short, simple written texts in guided situations

Students will be able to:

LC–1.4
b. use, in structured situations, the following grammatical elements:
  • adjectives (noun–adjective agreement)
  • verbs (present common)

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
  • start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що…, Це означає, що..., Тобто…
  • use a simple word similar to the concept to convey the concept, and invite correction; e.g., риба for лосось
  • ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорять?
Activity 4 (continued)

Materials

None required.

Previous Knowledge

Students need common words and expressions to describe people based on their physical appearances, their character and what they like to do. Students are also able to express their opinions, and express agreement and disagreement.

Sample Vocabulary

Ця особа є сильна й атлетична. / This person is strong and athletic. Ця особа любить багато читати. / This person likes to read a lot.

Ця особа дуже товари́ська і дру́жня. / This person is very sociable and friendly.

Evaluation Tools

TOOL 1  Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to provide information, understand short, oral descriptions, write short descriptions about well-known celebrities and use given grammatical elements.

OUTCOMES

A–1.1a
LC–1.4b
LC–2.1a
LC–3.2a

TOOL 2  Observation Checklist

Create an outcome-based checklist and share it with the students prior to beginning the activity. Students use the checklist to assess how well they are able to provide information, use selected grammatical elements, produce a variety of short, simple written texts and use interactive strategies.

OUTCOMES

A–1.1a
LC–1.4b
LC–3.2a
S–2.1a
Ця особа виглядає як … / This Person Looks Like …:
Self-assessment Rating Scale

Ім'я: __________________________    Дата: __________________________

Я можу: __________________________    Чудово    Дуже добре    Достатньо    Обмежено

• provide information on several aspects of a well-known celebrity

• understand short, oral descriptions about well-known celebrities

• produce a simple written description of a well-known celebrity

• use verbs (present common): мати, любити

• make all nouns and adjectives agree

Я добре зробив/зробила:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Коли я слухав, як мій однокласник описував/моя однокласниця описувала особу, я:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Ця особа виглядає як ... / This Person Looks Like …:
Observation Checklist

Ім'я: ____________________________ Дата: ____________________________

<table>
<thead>
<tr>
<th>Учні</th>
<th>A–1.1 a. provide information on several aspects of a topic</th>
<th>LC–1.4 b. use, in structured situations, the following grammatical elements: • adjectives (noun–adjective agreement) • verbs (present common)</th>
<th>LC–3.2 a. produce a variety of short, simple written texts in guided situations</th>
<th>S–2.1 a. identify and use a variety of interactive strategies to enhance language use; e.g., • start again, using a different tactic, when communication breaks down • use a simple word similar to convey the concept and invite correction • ask for confirmation that a form used is correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Так</td>
<td>Ще ні</td>
<td>Так</td>
<td>Ще ні</td>
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<tr>
<td>12.</td>
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</tbody>
</table>
Inform students that they will be presenting a fashion show. The focus will be on traditional clothing in Ukraine. One of the responsibilities of the fashion show is the commentary and description of the clothing.

Present students with a variety of photos of traditional clothing from Ukraine. Working alone, students will choose an outfit, prepare a description and record it onto a cassette/MP3/CD. Play the recordings and have the students identify which outfit is being described.

**Sample Text**
Сукня має різні кольори. На сукні є багато квітів. Там є червоні, помаранчеві, жовті та рожеві квіти. / The dress has many different colours. There are many flowers; the flowers are red, orange, yellow and pink.

**Specific Outcomes**

**Selected Principal outcomes**

- **A–1.1**
  a. provide information on several aspects of a topic

- **LC–2.1**
  a. understand a variety of short, simple oral texts in guided and unguided situations

- **LC–2.2**
  a. produce a variety of short, simple oral texts in guided situations

- **GC–1.5**
  a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture

**Selected Supporting outcomes**

- **LC–1.4**
  b. use, in structured situations, the following grammatical elements:
    - adjectives (noun-adjective agreement)

- **GC–1.2**
  a. explore some elements of Ukrainian culture beyond their immediate community

- **S–2.2**
  a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
    - determine the purpose of listening
    - listen selectively based on purpose
    - infer probable meanings of unknown words or expressions from contextual clues

**Students will be able to:**
Activity 5 (continued)

Materials

Pictures/photographs of traditional clothing.

Prerequisite Knowledge

Clothing vocabulary adjectives.

Sample Vocabulary

шалик/шарф / scarf
штани / pants
спідниця / skirt
краватка / tie

Evaluation Tools

Evaluation Tools

Learning Log

After providing and listening to the verbal descriptions, have the students reflect on their learning and on how well they were able to provide information on several aspects of a topic, use grammatical elements, participate in activities that reflect Ukrainian culture, understand and produce an oral description of traditional clothing from Ukraine, and use a variety of interpretive strategies. Students could use the following sentence starters.

- This reminded me of …
- I learned …
- I would like to know more about …
- Some new words and expressions I learned were …
- I listened for …
- I liked the clothing from …

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information on several aspects of a topic, understand and produce a variety of oral texts, and explore elements of Ukrainian culture that are of personal interest.

A–1.1a
LC–1.4b
LC–2.1a
LC–2.2a
GC–1.5a
S–2.2a

A–1.1a
LC–2.1a
LC–2.2a
GC–1.2a
### Показ мodi / Fashion Show:
**Rating Scale**

<table>
<thead>
<tr>
<th>Им'я: ___________________________</th>
<th>Дата: ___________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Задовільно</th>
<th>Обмежено</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. provide information on several aspects of a topic</td>
<td>●●●●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC–2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. understand a variety of short, simple oral texts in guided and unguided situations</td>
<td>●●●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC–2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. produce a variety of short, simple oral texts in guided situations</td>
<td>●●●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GC–1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. explore some elements of Ukrainian culture beyond their immediate community</td>
<td>●●●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Коментарі</th>
</tr>
</thead>
</table>

Ти добре зробив/зробила: ___________________________

_________________________

_________________________

_________________________

Деякі пропозиції для покращення: ___________________________

_________________________

_________________________

_________________________
Задоволення від писання
Fun with Written Text

Specific Outcomes

Students will be able to:

LC–3.1a understand a variety of short, simple written texts in guided and unguided situations
LC–3.2a produce a variety of short, simple written texts in guided situations
LC–3.3a derive meaning from the visual elements of a variety of media in guided situations
LC–3.4a express meaning through verbal and nonverbal communication in a variety of media in guided situations

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–3.1
a. make a suggestion in a variety of situations

A–3.1
b. respond to a suggestion in a variety of situations

A–6.2
a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Language Competence

Students will be able to:

LC–1.2
a. recognize and use spelling rules and mechanical conventions correctly with familiar words

LC–1.2
b. use handwriting for written communication

LC–1.4
c. use, independently and consistently, the following grammatical elements:
   • verbs (present common)

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–5.1
a. organize texts to indicate steps in a procedure or directions to follow
Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–1.3
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

GC–3.1
a. identify aspects of the arts of Ukrainian culture that are of personal interest

Strategies

Students will be able to:

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію, raised eyebrows, blank look
   • interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
   • self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що...

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   • revise and correct final versions of texts
   • apply grammar rules to improve accuracy at the correction stage
   • use words that are visible in the immediate environment
   • compensate for avoiding difficult structures by rephrasing

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   • participate in cooperative group learning tasks
   • be encouraged to try, even though mistakes might be made
   • use social interaction skills to enhance group learning activities
Activity 1

Складання тексту / Sentence Strips

Locate a variety of vacation itineraries. Print them out and cut them into strips.

Place students into groups of two to three and provide each group with a set of sentence strips. Students work together to organize the strips into a logical order. Once completed, students invite classmates to verify that the order is correct. Students rescramble their itinerary and move on to work on another group’s list.

Specific Outcomes

Selected Principal outcomes

A–3.1
a. make a suggestion in a variety of situations

A–3.1
b. respond to a suggestion in a variety of situations

LC–5.1
a. organize texts to indicate steps in a procedure or directions to follow

Selected Supporting outcomes

LC–3.1
a. understand a variety of short, simple written texts in guided and unguided situations

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- participate in cooperative group learning tasks
- be encouraged to try, even though mistakes might be made
- use social interaction skills to enhance group learning activities

Students will be able to:
Activity 1 (continued)

Materials

Multiple copies of one or more trip itineraries. Cut copies into sentence strips.

Prerequisite Knowledge

None required.

Sample Vocabulary

Куди ця особа йде? / Where is this person going?
Який є номер польоту? / What is the flight number?
Коли ця особа поїде? / When is this person going?

Evaluation Tools

Anecdotal Notes

Observe the students as they arrange the strips. Record anecdotal notes on the extent to which students are able to understand and organize written texts, make and respond to suggestions, and use a variety of social and affective strategies.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they arrange the strips. Students use the checklist to determine if they are able to understand and organize written texts, make and respond to suggestions, understand short, simple written texts, and use a variety of social and affective strategies.
Складання тексту / Sentence Strips: Anecdotal Notes

Дата: ______________________

Критерій:
A–3.1a make a suggestion in a variety of situations
A–3.1b respond to a suggestion in a variety of situations
LC–5.1a organize texts, to indicate steps in a procedure or directions to follow
S–3.3a identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  • participate in cooperative group learning tasks
  • be encouraged to try, even through mistakes might be made
  • use social interactions skills to enhance group learning activities

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
<th>Коментарі</th>
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<tr>
<td></td>
<td>A–3.1b</td>
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<tr>
<td></td>
<td>LC–5.1a</td>
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<tr>
<td></td>
<td>S–3.3a</td>
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<td>2.</td>
<td>A–3.1a</td>
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<tr>
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<td>A–3.1b</td>
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<td>LC–5.1a</td>
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<td></td>
<td>S–3.3a</td>
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<td>3.</td>
<td>A–3.1a</td>
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<td>A–3.1b</td>
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<td>LC–5.1a</td>
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<td>A–3.1a</td>
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<td>A–3.1b</td>
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<td>LC–5.1a</td>
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<tr>
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<td>S–3.3a</td>
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<td>A–3.1b</td>
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<tr>
<td></td>
<td>LC–5.1a</td>
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<tr>
<td></td>
<td>S–3.3a</td>
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<td>6.</td>
<td>A–3.1a</td>
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<tr>
<td></td>
<td>A–3.1b</td>
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<td>LC–5.1a</td>
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<tr>
<td></td>
<td>S–3.3a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Складання тексту / Sentence Strips: Self-assessment Checklist</td>
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<tr>
<td>-------------------------------------------------------------</td>
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<tr>
<td>Ім'я: ___________________________________________ Дата: ___________________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
<th>Розмірковування</th>
</tr>
</thead>
<tbody>
<tr>
<td>• make and respond to a suggestion</td>
<td>□</td>
<td>□</td>
<td>1. Мені подобається, як … / I like how …</td>
</tr>
<tr>
<td>• understand the various sentence strips</td>
<td>□</td>
<td>□</td>
<td>2. Я можу покращити … / I can improve …</td>
</tr>
<tr>
<td>• organize the strips into a logical order</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• participate in the group activity</td>
<td>□</td>
<td>□</td>
<td>3. Наступного разу я збираюсь … / Next time I am going to …</td>
</tr>
<tr>
<td>• try, even though I might have made mistakes</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>• use social interaction skills to make the activity successful</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2

Річний альбом / Yearbook

Compile a Ukrainian yearbook with the class that includes each student’s picture and a description written by a friend or classmate.

Students write short descriptions for three different classmates, paying careful attention to spelling and punctuation. The descriptions should be positive and kind and focus on personality traits and hobbies. Once the descriptions are completed, students share the descriptions with the classmate being described for proofreading and approval.

Specific Outcomes

- **Selected Principal outcomes**

  Students will be able to:

  - **A–1.1**
    - a. provide information on several aspects of a topic

  - **LC–1.2**
    - a. recognize and use spelling rules and mechanical conventions correctly with familiar words

  - **LC–3.1**
    - a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

  - **LC–3.2**
    - a. produce a variety of short, simple written texts in guided situations

- **Selected Supporting outcomes**

  Students will be able to:

  - **LC–1.2**
    - b. recognize and use spelling rules and mechanical conventions correctly with familiar words

  - **S–2.3**
    - a. identify and use a variety of productive strategies to enhance language use; e.g.,
      - revise and correct final versions of texts
      - apply grammar rules to improve accuracy at the correction stage
Activity 2 (continued)

Materials
None required.

Prerequisite Knowledge
It varies.

Sample Vocabulary
- вік / age
- характеристики / characteristics
- риса характеру / personality trait
- професія / profession
- інтереси / interests
- фізична зовнішність / physical appearance

Evaluation Tools

Rubric
Create an outcome-based rubric with the students before they begin writing the descriptions. Use the rubric to evaluate how well they are able to understand and produce short, simple written texts, use spelling rules and mechanical conventions, and use productive strategies.

Learning Log
After writing and proofreading their descriptions of classmates, have the students reflect on their learning and on how well they were able to provide information on several aspects of a topic, use common spelling rules and mechanical conventions, produce short, simple handwritten texts, and understand short, simple written texts. Students could use the following sentence starters.
- I learned …
- Some new words I learned for this activity were …
- This was different from …
- I would like to know more about …
<table>
<thead>
<tr>
<th>Критерій:</th>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC–1.2</td>
<td>a. recognize and use spelling rules and mechanical conventions correctly with familiar words</td>
<td>accurately and effectively apply some common spelling rules and mechanical conventions</td>
<td>accurately apply some common spelling rules and mechanical conventions</td>
<td>generally apply some common spelling rules and mechanical conventions</td>
<td>□ work was not completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ task demonstrates minimal effort</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ learning has not yet been achieved</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Plan for improvement:</td>
</tr>
<tr>
<td>LC–3.2</td>
<td>a. produce a variety of short, simple written texts in guided situations</td>
<td>produce insightful and sophisticated written texts</td>
<td>produce appropriate and thoughtful written texts</td>
<td>produce simplistic written texts</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S–2.3</td>
<td>a. identify and use a variety of productive strategies to enhance language use; e.g., • revise and correct final versions of texts</td>
<td>thoroughly revise and correct the final version of a text</td>
<td>carefully revise and correct the final version of a text</td>
<td>casually revise and correct the final version of a text</td>
<td></td>
</tr>
<tr>
<td>Work habits</td>
<td>□ worked independently</td>
<td>□ worked with some assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ worked with minimal assistance</td>
<td>□ required constant supervision and assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 3

Листівки / Postcards

Instruct students to imagine that a new pen pal has just sent them a postcard from a vacation location. Students are going to send the pen pal a response describing where they usually go (or would like to go) on vacation.

Students work individually to design their own postcard and write a response to the pen pal. The image on the front should depict what the student typically does on a holiday. The message on the back should include a brief description of where the student goes on vacation, the weather in general, typical activities and a comparison between the two holiday locations. Students should compare and contrast elements of the two holiday destinations.

Sample Text
Привіт, друже! Це Пол. Я дуже люблю літо в Альберті. Переважно я йду із сім’єю на озеро. Ми маємо велику дачу. Я багато купаюся і часом ходжу з татом на рибалку. Коли падає дощ, я залишаюся у будинку і граю в карти з сестрою. / Hello, friend! I am Paul. I really like the summers in Alberta. Normally, I go to a lake with my family. We have a large cabin. I swim a lot and sometimes go fishing with my father. When it rains I stay in the cabin and play cards with my sister.

Specific Outcomes

Students will be able to:

**Selected Principal outcomes**

A–6.2
a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

LC–3.2
a. produce a variety of short, simple written texts in guided situations

**LC–3.4**
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

**GC–1.3**
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

**Selected Supporting outcomes**

LC–1.4
c. use, independently and consistently, the following grammatical elements:
- verbs (present common)

**S–2.3**
a. identify and use a variety of productive strategies to enhance language use; e.g.,
- use words that are visible in the immediate environment
- compensate for avoiding difficult structures by rephrasing
- revise and correct final versions of texts
Activity 3 (continued)

**Materials**

- Postcards from Ukraine (or reasonable facsimiles).
- Construction paper, glue, scissors, markers and magazines.

**Prerequisite Knowledge**

Students are familiar with the format and rules of writing postcards in Ukrainian.

**Sample Vocabulary**

- вітання / greetings
- опис місць / descriptions of places
- погода / weather
- місце / location
- адреси / addresses

**Evaluation Tools**

**Tool 1**

**Rating Scale**

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use Ukrainian for aesthetic purposes, produce a variety of short, simple written sentences, use given grammatical elements, and express meaning through verbal and nonverbal communication.

**Tool 2**

**Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with the students before they create and write their postcards. Students use the checklist to determine if they are able to use Ukrainian creatively, produce a variety of short, simple written texts, apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own and use productive strategies.
## Листівки / Postcards: Rating Scale

<table>
<thead>
<tr>
<th>Рівень:</th>
<th>Ч – Чудово</th>
<th>ДД– Дуже добре</th>
<th>Д – Достатній</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can complete the task independently; comprehension is evident</td>
<td>Requires some assistance to complete the task; some comprehension is evident</td>
<td>Requires support to complete the task; comprehension is limited or not evident</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Учні</th>
<th>А–6.2</th>
<th>LC–1.4</th>
<th>LC–3.2</th>
<th>LC–3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language</td>
<td>c. use, independently and consistently, the following grammatical elements: • verbs (present common)</td>
<td>a. produce a variety of short, simple written texts in guided situations</td>
<td>a. express meaning through verbal and nonverbal communication in a variety of media in guided situations</td>
</tr>
</tbody>
</table>

| Листівка | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. |
|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Ч      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| ДД     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Д      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Ч      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| ДД     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Д      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
Листівки / Postcards:
Self-assessment Checklist

Ім’я: ___________________________  Дата: ___________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
<th>Розмірковування</th>
</tr>
</thead>
<tbody>
<tr>
<td>use Ukrainian creatively</td>
<td>☐</td>
<td>☐</td>
<td>1. Мені сподобалася ця вправа, бо …</td>
</tr>
<tr>
<td>write several simple sentences in Ukrainian</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>use words that are visible in the classroom in my postcard</td>
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<td>☐</td>
<td>2. Наступного разу я …</td>
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<tr>
<td>avoid difficult structures by rephrasing</td>
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<tr>
<td>revise and correct the final version of my postcard</td>
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<tr>
<td>compare and contrast the vacations of my Ukrainian pen pal with my own</td>
<td>☐</td>
<td>☐</td>
<td>3. Мені потрібно покращити …</td>
</tr>
</tbody>
</table>
**Activity 4**

**Опис твору мистецтва / Art Descriptions**

Take students on a virtual tour of an art gallery and examine artworks from Ukraine. Ask each student to choose a particular piece of art from the tour, prepare a description of it and then read the descriptions to classmates to see if they remember the artwork.

**Variation**

Post pictures of some of the art pieces from the virtual art gallery and have each student secretly choose one and write a brief description in Ukrainian. Assign a partner to each student. One student will read his/her descriptions and the other must figure out which artwork it is.

**Sample Text**

Ця картина має … / This painting has … На цій картині є … In this painting there is …. Ця картина написана … This painting is about ….

### Specific Outcomes

**Selected Principal outcomes**

- **A–1.1**
  - a. provide information on several aspects of a topic

- **LC–2.1**
  - a. understand a variety of short, simple oral texts in guided and unguided situations

**LC–3.3**

- a. derive meaning from visual elements of a variety of media in guided situations

**Selected Supporting outcomes**

- **LC–3.2**
  - a. produce a variety of short, simple written texts in guided situations

- **GC–3.1**
  - a. identify aspects of the arts of Ukrainian culture that are of personal interest

**S–2.1**

- a. identify and use a variety of interactive strategies to enhance language use; e.g.,
  - indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошу, я не розумію., raised eyebrows, blank look
  - interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
  - self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що...
Activity 4 (continued)

Materials

Pictures of the works of well-known Ukrainian artists.

Prerequisite Knowledge

Students should be familiar with the cultural information regarding the different visual art pieces.

Students will know a variety of descriptive adjectives and be able to use simple verbs.

Sample Vocabulary

Ця картина має … / This painting has …
На цій картині є … / In this painting there are …
Ця картина написана … / This painting is by …

Ця картина змальовує … / This painting is about …
Це намальовано … / It is painted by …

Evaluation Tools

TOOL 1 Anecdotal Notes

Observe the students as they participate in the activity. Record anecdotal notes on the extent to which they are able to provide information on several aspects of a topic, derive meaning from visuals, understand a variety of oral texts and use interactive strategies.

OUTCOMES

A–1.1a
LC–2.1a
LC–3.3a
GC–3.1a
S–2.1a

TOOL 2 Peer-assessment Rating Scale

Create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine if their peers are able to provide information and write a short, simple description of a piece of art, identify aspects of the arts of Ukrainian culture that are of personal interest and use a variety of interactive strategies.

OUTCOMES

LC–3.2a
GC–3.1a
S–2.1a
### Опис твору мистецтва / Art Descriptions: Anecdotal Notes

Критерій:
- A–1.1a provide information on several aspects of a topic
- LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations
- LC–3.3a derive meaning from visual elements of a variety of media in guided situations
- S–2.1a identify and use a variety of interactive strategies to enhance language use; e.g.,
  - indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію, raised eyebrows, blank look
  - interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
  - self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що...

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<th>Коментарі</th>
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Опис твору мистецтва / Art Descriptions: Peer-assessment Rating Scale

Ім'я: ________________________ Дата: ________________________
Ім'я однокласника/однокласниці: ________________________

Я можу:

- provide information on several aspects of a topic
- write a thorough description of a work of art
- identify a piece of artwork that he or she liked
- indicate lack of understanding verbally or nonverbally
- understand and use a variety of nonverbal cues to communicate
- self-correct if errors led to misunderstandings

Чудово Дуже добре Достатньо Недостатньо

Коментарі

Через цю вправу ти допоміг/допомогла мені дізнатися … ________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Деякі поради для наступного разу: _________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
The Socialization of Language

Specific Outcomes

Students will be able to:

LC–4.1a identify polite and socially appropriate language in specific situations
LC–4.2a use learned idiomatic expressions correctly in familiar contexts
LC–4.3a recognize some common regional variations in language
LC–4.4a recognize important social conventions in everyday interactions
LC–4.5a use appropriate nonverbal behaviours in a variety of familiar contexts

Other Specific Outcomes

Applications

Students will be able to:

A–3.1
a. make a suggestion in a variety of situations

A–3.3
b. express disagreement in an appropriate way

A–4.1
a. initiate and participate in informal exchanges with classmates

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour
Other Specific Outcomes (continued)

Language Competence

Students will be able to:

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–3.3
a. derive meaning from the visual elements of a variety of media in guided situations

LC–5.2
a. recognize a variety of text forms delivered through a variety of media; e.g.,
   - videotaped instructions, reports with visuals

Global Citizenship

Students will be able to:

GC–1.3
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

GC–2.4
a. recognize that within any culture there are important differences in the way people speak and behave

Strategies

Students will be able to:

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - listen or read for key words
   - decide in advance to attend to the learning task

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   - initiate or maintain interaction with others
   - work cooperatively with peers in small groups

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
   - use nonverbal means to communicate
   - use words that are visible in the immediate environment
   - use circumlocution and definition to compensate for gaps in vocabulary
Activity 1

Що відбувається? / What’s Happening?

Place students into pairs and provide each partnership with a picture from a magazine. Each picture should show at least two people. Students examine the picture, decide if the scene is formal or informal and improvise a brief dialogue, using socially appropriate language. After three minutes or so, students trade their pictures with another group and improvise another short dialogue.

Specific Outcomes

Selected Principal outcomes

A–3.1
a. make a suggestion in a variety of situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

LC–3.3
a. derive meaning from visual elements of a variety of media in guided and unguided situations

Selected Supporting outcomes

LC–4.1
a. identify polite and socially appropriate language in specific situations

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
  • use nonverbal means to communicate
  • use words that are visible in the immediate environment
  • use circumlocution and definition to compensate for gaps in vocabulary

Students will be able to:
Activity 1 (continued)

Materials

15–20 magazine pictures.

Prerequisite Knowledge

Formal and informal forms of address: ти, ви

Sample Vocabulary

It varies.

Evaluation Tools

Peer-assessment Rating Scale

Create an outcome-based peer-assessment rating scale with the students before they begin the activity. Students use the rating scale to determine how well their peers are able to make suggestions, produce a variety of short, oral texts, manage simple routing interactions and identify socially appropriate language.

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to make suggestions, use productive strategies, derive meaning from photographs and improvise socially appropriate dialogues.
Що відбувається? / What’s Happening?:
Peer-assessment Rating Scale

Ім'я: ___________________________ Дата: ___________________________
Ім'я однокласника/однокласниці: ___________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Недостатньо</th>
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<tr>
<td>make a suggestion</td>
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<td>produce short, simple oral texts with the help of others</td>
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<td>manage simple, routine conversations with ease, asking for repetition or clarification when necessary</td>
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<tr>
<td>identify socially appropriate language; e.g., ти or ви, in specific situations</td>
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Коментарі

Через цю вправу ти допоміг/допомогла мені дізнатися … ________________________________

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Деякі поради для наступного разу: ________________________________

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Що відбувається? / What's Happening?:
Self-assessment Rating Scale

Я можу:

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<th>Дуже добре</th>
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<tr>
<td>make a suggestion</td>
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<td>derive meaning from magazine photos</td>
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<td>identify socially appropriate language</td>
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<td>use gestures and facial expressions to communicate</td>
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<td>use words that are visible in the immediate environment</td>
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<td>avoid difficult structures by rephrasing</td>
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Коментарі

Я думаю, я добре зробив/зробила: ________________________________
_____________________________________________________________
________________________________________________________________

Мені потрібно попрацювати над покращенням наступного: __________________
a. ______________________________________________________________
b. ______________________________________________________________
Activity

Українські ідіоми / Ukrainian Idioms

Research and then introduce students to two to three idiomatic expressions in Ukrainian. Explain the kinds of situations where one would use the expressions. Ask students if they are aware of similar expressions in English or other languages. Organize students into pairs and have them write a brief skit depicting a situation that correctly and appropriately uses one of the idioms introduced.

Sample Dialogue
• Гей, Василю, я казав тобі, що завтра ти маєш іспит. Тобі треба вчитися. / Hey José, I told you that tomorrow you have an exam. You have to study.
• Я не маю бажання вчитись. Чи ти можеш допомогти мені пізніше? / I do not feel like studying. Can you help me later?
• Я хочу вчитись зараз. Якщо ти не хочеш, я іду в бібліотеку один і вмиваю свої руки від тебе. / I want to study now. If you do not want to I am going to the library alone and I am washing my hands of you.

Specific Outcomes

* Selected Principal outcomes

Students will be able to:

A–3.3
b. express disagreement in an appropriate way

LC–4.2
a. use learned idiomatic expressions correctly in familiar contexts

* Selected Supporting outcomes

Students will be able to:

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations
Activity 2 (continued)

Materials
A book or list of idiomatic expressions in Ukrainian.

Prerequisite Knowledge
What idioms are; some examples in English.

Sample Vocabulary
ідіом / idiom
сценка / skit

Evaluation Tools

Learning Log
After writing the dialogues, have the students reflect on their learning and on how well they were able to use Ukrainian for fun, express disagreement appropriately and use learned idiomatic expressions. Students could use the following sentence starters.
- I learned that idiomatic expressions were …
- Idiomatic expressions in Ukrainian were different from those in English in the following ways …
- I enjoyed learning about the following idioms …

Anecdotal Notes
Observe the students as they write their dialogues. Record anecdotal notes on the extent to which students are able to use Ukrainian for fun, express disagreement appropriately, provide a variety of short, written texts and use learned idiomatic expressions.
Українські ідіоми / Ukrainian Idioms:
Anecdotal Checklist

Дата: ______________________

Критерій:
A–3.3b express disagreement in an appropriate way
A–6.1a use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour
LC–3.2a produce a variety of short, simple written texts in guided situations
LC–4.2a use learned idiomatic expressions correctly in familiar contexts

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<tr>
<th>Учні</th>
<th>Критерій</th>
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<th>Я помітив/помітила ...</th>
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Activity 3

“Зустріч та привітання” / Meet-and-Greet Role-play

With the students, brainstorm a list of 15–20 well-known Ukrainian-speaking people. Assign an identity to each student. Students create a badge listing the person’s name, age and any other important information. Students will then circulate through the classroom and greet each other using the appropriate social convention related to age, gender and professional background.

Specific Outcomes

Selected Principal outcomes

A–4.1
a. initiate and participate in informal exchanges with classmates

LC–4.4
a. recognize important social conventions in everyday interactions

Selected Supporting outcomes

GC–1.3
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- initiate or maintain interaction with others
- work cooperatively with peers in small groups

Students will be able to:
Activity 3 (continued)

Materials

A list of well-known Ukrainian people.

Prerequisite Knowledge

The differences between formal and informal forms of address and greetings.

Sample Vocabulary

Привіт / Hello
Добре ранок / Good morning
Добридень / Good afternoon
Добраноч/Добри сміх / Good night
До побачення / See you later
Як справи? / How are you? (famil.)
Як ведеться? / How are you? (formal)
Я люблю / I love …
Побачимось пізніше / See you later
Доброго ранка, я—пани … / Good morning, I am Mrs. …
Приємно з Вами познайомитися / Pleased to meet you
Це приємність / It is a pleasure.

Evaluation Tools

Learning Log

After greeting and briefly conversing with classmates, have the students reflect on their learning and on how well they were able to use social and affective strategies, recognize important social conventions and apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own. Students could use the following sentence starters.

- I felt comfortable when the conversation …
- An inappropriate way to address someone in a formal situation is …
- Formal situations in the Ukrainian-speaking world are different from those here in that …

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate and participate in exchanges, and apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own.
## Рольова гра “Зустріч та привітання” / Meet-and-Greet Role-play: Checklist and Comments

<table>
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<tr>
<th>Ім’я: ___________________________</th>
<th>Дата: ___________________________</th>
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### Ти можеш:

<table>
<thead>
<tr>
<th>A–4.1</th>
<th>Так</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>a. initiate and participate in informal exchanges with classmates</td>
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<table>
<thead>
<tr>
<th>LC–4.4</th>
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<th>Ще ні</th>
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<tbody>
<tr>
<td>a. recognize important social conventions in everyday interactions</td>
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<thead>
<tr>
<th>GC–1.3</th>
<th>Так</th>
<th>Ще ні</th>
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</thead>
<tbody>
<tr>
<td>a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own</td>
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### Коментарі

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Деякі поради для наступного разу: ___________________________________
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Мовчазне вітання / Role-playing the Physical Side of Greetings

Arrange students into groups of three or four. Provide each group with a script dealing with a classroom-related theme. As students become familiar with the script, instruct students to be aware of their nonverbal behaviour, specifically their interpersonal space, their posture, facial expressions and gestures. When they practice the script, instruct students to nonverbally behave in the opposite way as they normally would. For example, stand closer to/farther from their group members, nod when they mean “no,” smile when their line is sad, put their hand on the other’s arm, shake hands, hug and air kiss. Once all groups have acted out the scripts a few times, facilitate a class discussion on how nonverbal behaviour added to or detracted from the meaning of the script and what appropriate nonverbal behaviour might be.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1
a. initiate and participate in informal exchanges with classmates

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

LC–4.5
a. use appropriate nonverbal behaviours in a variety of familiar contexts

Selected Supporting outcomes

Students will be able to:

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   • work cooperatively with peers in small groups
Activity 4 (continued)

Materials

Prepared script.

Prerequisite Knowledge

Students should be familiar with nonverbal behaviour in Ukraine.

Sample Vocabulary

кивати головою / to nod  
особистий простір / personal space  
маленькі поцілунки / little kisses  
обійми / hug  
спокійний / calm  
екстроверт / extroverted  
рукостискання / shake hands  
фізичний контакт / physical contact

Evaluation Tools

Learning Log

After practising the scripts and discussing nonverbal behaviour, have the students reflect on their learning and on how well they were able to use social and affective strategies, understand a script and initiate a conversation with a classmate that includes nonverbal communication. Students could use the following starters.

- I started conversations by …
- Nonverbal behaviours that I was not comfortable with were …
- I felt anxious in the conversation when …

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate and maintain a conversation with a classmate, understand and produce a variety of oral texts, and use nonverbal communication.
Мовчазне вітання / Role-playing the Physical Side of Greetings: Checklist and Comments

Ім'я: ___________________________  Дата: ___________________________

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<tr>
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<tr>
<td>A–4.1 a. initiate and participate in informal exchanges with classmates</td>
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<tr>
<td>LC–2.1 a. understand a variety of short, simple oral texts in guided and</td>
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<td>unguided situations</td>
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<tr>
<td>LC–2.2 a. produce a variety of short, simple, oral texts in guided situations</td>
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<tr>
<td>LC–3.1 a. understand a variety of short, simple written texts on familiar</td>
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<td>topics in guided and unguided situations</td>
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<tr>
<td>LC–4.5 a. use appropriate nonverbal behaviours in a variety of familiar</td>
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<td>contexts</td>
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Коментарі

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**Activity 5**

**Обговорення діалогу / Hear a Dialogue and Discuss It!**

Students listen to news reports from radio stations in Ukraine and local Ukrainian television stations. The recordings should clearly contain examples of regional variations of the language, either in accent, vocabulary or expressions. Students create a chart and record the differences they hear between the two reports.

After a sufficient number of playbacks, review the responses and compile a list of regional variations the students recognize.

**Variation**

Provide a script of a news report as reported by someone from western Ukraine, as well as someone from eastern Ukraine, or provide a script of a news report as reported by someone from Ukraine, as well as someone from Canada. Include words such as “сьогодні/нині, шоста/шеста”, and so on.

**Specific Outcomes**

**Selected Principal outcomes**

**Students will be able to:**

- **A–5.2**
  a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

- **LC–2.1**
  a. understand a variety of short, simple oral texts in guided and unguided situations

- **LC–4.3**
  a. recognize some common regional variations in language

- **GC–2.4**
  a. recognize that within any culture there are important differences in the way people speak and behave

**Selected Supporting outcomes**

**Students will be able to:**

- **LC–5.2**
  a. recognize a variety of text forms delivered through a variety of media; e.g.,
    - videotaped instructions, reports with visuals

- **S–1.2**
  a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
    - listen or read for key words
    - decide in advance to attend to the learning task
Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

новина / news  
репортер / reporter  
наголос / accent

вимова / pronunciation  
узагальнення / generalizations  
варіанти / variations

Evaluation Tools

T O O L  1  
Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to gather information, understand a variety of short, simple oral texts, recognize common regional variations in Ukrainian and recognize that there are cultural differences in the way people behave and speak.

OUTCOMES

A–5.2a  
LC–2.1a  
LC–4.3a  
GC–2.4a

T O O L  2  
Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to recognize a variety of text forms, use metacognitive strategies, gather information and recognize regional variations in Ukrainian.

OUTCOMES

A–5.2a  
LC–4.3a  
LC–5.2a  
S–1.2a
Ти можеш:

А–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–4.3
a. recognize some common regional variations in language

GC–2.4
a. recognize that within any culture there are important differences in the way people speak and behave

Коментарі

Ти добре зробив/зробила: ____________________________________________

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<th>Недостатньо</th>
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<tr>
<td>• recognize some common regional variations in the Ukrainian language</td>
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<tr>
<td>• recognize different kinds of texts delivered through different kinds of media</td>
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<tr>
<td>• listen for key words</td>
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<tr>
<td>• decide in advance to attend to the learning task</td>
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Коментарі

У цій вправі мені добре вдавалося … 


Я ще маю труднощі з: 


Що мені потрібно робити, щоб покращити … 


Ім'я: __________________________________________  Дата: __________________________
Specific Outcomes

Students will be able to:

LC–5.1a organize texts to indicate steps in a procedure or directions to follow
LC–5.1b interpret simple references within texts; e.g., pronouns
LC–5.2a recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals
LC–5.3a initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic
A–3.1
a. make a suggestion in a variety of situations
A–3.1
b. respond to a suggestion in a variety of situations
A–3.2
a. state personal actions in a variety of situations
A–3.3
a. check for agreement and understanding
A–4.1
a. initiate and participate in informal exchanges with classmates

Language Competence

Students will be able to:

LC–1.2
a. recognize and use spelling rules and mechanical conventions correctly with familiar words
LC–2.2
a. produce a variety of short, simple oral texts in guided situations
LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations
LC–3.2
a. produce a variety of short, simple written texts in guided situations
LC–3.3
a. derive meaning from the visual elements of a variety of media in guided situations
LC–4.4
a. recognize important social conventions in everyday interactions
Global Citizenship

**Students will be able to:**

**GC–1.3**  
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

**GC–2.4**  
a. recognize that within any culture, there are important differences in the way people speak and behave

Strategies

**Students will be able to:**

**S–1.1**  
a. identify and use a variety of cognitive strategies to enhance language learning

**S–1.3**  
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,  
  • participate in shared reading activities  
  • seek the assistance of a friend to interpret a text  
  • work cooperatively with peers in small groups  
  • work with others to solve problems and get feedback on tasks

**S–2.1**  
a. identify and use a variety of interactive strategies to enhance language use; e.g.,  
  • interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures  
  • indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію., raised eyebrows, blank look  
  • use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг для вішак

**S–2.3**  
a. identify and use a variety of productive strategies to enhance language use; e.g.,  
  • apply grammar rules to improve accuracy at the correction stage  
  • use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas  
  • be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)  
  • revise and correct final versions of texts
Place students into groups of three to four and provide them with a photograph of a Ukrainian sports star.

Instruct each member of the group to write a brief report on a particular aspect of the athlete’s life; e.g., current news, childhood or professional highlights. Students do their research independently and then re-unite at later date. They will analyze each other’s work and develop a way to organize the disparate parts into a proper summary.

**Specific Outcomes**

**Selected Principal outcomes**

- **A–1.1**
  a. provide information on several aspects of a topic

- **A–3.1**
  a. make a suggestion in a variety of situations

**LC–3.3**

  a. derive meaning from the visual elements of a variety of media in guided situations

**LC–5.1**

  a. organize texts to indicate steps in a procedure or directions to follow

**Selected Supporting outcomes**

- **S–2.3**
  a. identify and use a variety of productive strategies to enhance language use; e.g.,
    - apply grammar rules to improve accuracy at the correction stage

**Students will be able to:**
Activity 1 (continued)

Materials

Photographs of Ukrainian sports stars (see attached Material 1 list for ideas).

Prerequisite Knowledge

поточний / current
новини / news
дитинство / childhood
професійний / professional
спорт / sport
атлет / athlete
особистий / personal
чутка / rumour
плітка / gossip

Sample Vocabulary

None required.

Evaluation Tools

1. Peer-assessment Checklist

Create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use a variety of productive strategies, make a suggestion, organize texts to indicate directions to follow and derive meaning from visuals.

2. Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use a variety of productive strategies, organize texts, provide information on a Ukrainian athlete and write a report on a Ukrainian athlete.
<table>
<thead>
<tr>
<th>Номер</th>
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<th>Спорт</th>
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<tbody>
<tr>
<td>1</td>
<td>Володимир Кличко</td>
<td>Бокс</td>
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<td>Віталій Кличко</td>
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<td>3</td>
<td>Сергій Бубка</td>
<td>Стрибки з жердиною</td>
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<td>4</td>
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<td>Футбол</td>
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<tr>
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<td>Оксана Баюл</td>
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<td>Майк Дітка</td>
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<tr>
<td>14</td>
<td>Стів Подборскі</td>
<td>Лижний спорт</td>
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</tbody>
</table>
Українські відомі спортсмени / Ukrainian Sport Heroes: Peer-assessment Checklist

Ім'я: ____________________________ Дата: ____________________________

Ім'я однокласника/однокласниці: ______________________________________

<table>
<thead>
<tr>
<th>Мій партнер може:</th>
<th>Так</th>
<th>Майже</th>
<th>Ще ні</th>
<th>Коментарі</th>
</tr>
</thead>
<tbody>
<tr>
<td>• make suggestions on how we should organize the summary</td>
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<tr>
<td>• derive ideas for a brief summary from the photograph</td>
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<tr>
<td>• organize our summary</td>
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<tr>
<td>• apply grammar rules to improve accuracy at the correction stage</td>
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Коментарі

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Деякі поради для наступного разу: ______________________________________
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Українські відомі спортсмени / Ukrainian Sport Heroes:
Rating Scale

Ім’я: ___________________________ Дата: ___________________________

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<tr>
<th>Ти можеш:</th>
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<td>A–1.1</td>
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<tr>
<td>a. provide information on several aspects of a topic</td>
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<td>LC–5.1</td>
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<tr>
<td>a. organize texts to indicate steps in a procedure or directions to follow</td>
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<tr>
<td>S–2.3</td>
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<tr>
<td>a. identify and use a variety of productive strategies to enhance language use; e.g.,</td>
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<td>• apply grammar rules to improve accuracy at the correction stage</td>
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Деякі поради для наступного разу: _____________________________

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Activity 2

Канікули та подорожі / Vacation and Travel

Find or prepare a travel itinerary for a day in Ukraine. Cut the text into strips. Place students into pairs and provide each group with a set of sentence strips. Students will analyze the strips and organize them into a logical and coherent sequence. Once they have finished organizing the strips, students will present their itinerary to the teacher and explain the order they chose.

Variation
Have students prepare their own travel itineraries, cut the text into strips up, and then challenge other students to re-assemble them.

Specific Outcomes

Selected Principal outcomes

A–3.3
a. check for agreement and understanding

LC–5.1
a. organize texts to indicate steps in a procedure or directions to follow

Students will be able to:

LC–5.1
b. interpret simple references within texts; e.g., pronouns

Selected Supporting outcomes

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   • participate in shared reading activities
   • seek the assistance of a friend to interpret a text
   • work cooperatively with peers in small groups

Students will be able to:
Activity 2 (continued)

Materials

A class set of a travel itinerary in Ukrainian, cut into strips.

Prerequisite Knowledge

None required.

Sample Vocabulary

наступний / next
і тоді, після / and then, after
перед / before
літати / to fly
замовляти / to book
купувати квиток / to buy a ticket
прибувати / to arrive
від’їждяти / to depart

нарешті / finally
по-перше / firstly
сісти на потяг / to take a train
змінювати / to change
піднятися на, сходити / to get on / off
проходити митницю / to go through
customs

Evaluation Tools

Tool 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to check for agreement and understanding, organize texts to indicate directions to follow, interpret simple references within a text, and use social and affective strategies.

Outcomes

A–3.3a
LC–5.1a
LC–5.1b
S–1.3a

Tool 2

Learning Log

After arranging their itinerary sentence strips into order, have the students reflect on their learning and how well they were able to use a variety of social and affective strategies, organize their itinerary, produce short, simple oral texts, interpret simple references, and check for agreement and understanding.

Students could use the following sentence starters.

• This reminded me of …
• I learned that the most effective social and affective strategies for me were …
• The following words helped me organize the text …
• When I organized the itinerary, I did the following …

Outcomes

A–3.3a
LC–2.2a
LC–5.1a
LC–5.1b
S–1.3a
### Канікули та подорожі / Vacation and Travel:
### Observation Checklist

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**Критерій:**

A–3.3a  check for agreement and understanding  
LC–5.1a  organize texts to indicate steps in a procedure or directions to follow  
LC–5.1b  interpret simple references within texts; e.g., pronouns  
S–1.3a  identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- participate in shared reading activities  
- seek the assistance of a friend to interpret a text  
- work cooperatively with peers in small groups  
- work with others to solve problems and get feedback on tasks

<table>
<thead>
<tr>
<th>Учні</th>
<th>A–3.3a</th>
<th>LC–5.1a</th>
<th>LC–5.1b</th>
<th>S–1.3a</th>
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<tbody>
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<td></td>
<td>“Так”</td>
<td>“Ще ні”</td>
<td>“Так”</td>
<td>“Ще ні”</td>
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Activity 3

Складання текстів / Playing with Texts

Locate or prepare a 10 to 15 line paragraph (e.g., recipe) in Ukrainian dealing with food or eating out. Cut the paragraph up into two to three sentence strips. Divide the class into groups of three to five students. Tape a text strip from the paragraph on the back of each group member, and instruct the group to work together to physically organize themselves so that their sentences form a coherent paragraph.

Variation
Groups prepare their own paragraphs in Ukrainian, cut the paragraphs up into strips, and challenge other groups to re-assemble the paragraphs.

Specific Outcomes

Selected Principal outcomes

A–3.1
a. make a suggestion in a variety of situations
b. respond to a suggestion in a variety of situations

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

LC–5.1
a. organize texts to indicate steps in a procedure or directions to follow

Students will be able to:

Selected Supporting outcomes

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
• seek the assistance of a friend to interpret a text
• work cooperatively with peers in small groups
• work with others to solve problems and get feedback on tasks

Students will be able to:
Activity 3 (continued)

Materials

Seven to 10 sets of a paragraph or recipe in Ukrainian, cut up into strips.

Prerequisite Knowledge

Commonly used conjunctions.
Punctuation rules.
 Transitional phrases.

Sample Vocabulary

іди сюди / come here
іди туди / go there
Я є попереду тебе / I am before you
Ти є за мною / you are after me

Evaluation Tools

1. Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to use a variety of social and affective strategies, read and understand text strips, make and respond to suggestions, and organize the texts into a paragraph.

2. Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to organize text strips into a paragraph and recognize text forms delivered through a variety of media.
Ім’я: ____________________________  Дата: ____________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>• make and respond to a suggestion within my group</td>
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<td>Evidence:</td>
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<td>• understand short, simple sentence strips, with or without help</td>
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<tr>
<td>Evidence:</td>
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<td></td>
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<tr>
<td>• organize the sentence strips to indicate steps; e.g., cause and effect, straightforward time sequencing</td>
<td></td>
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<td>Evidence:</td>
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<td>• seek the assistance of a friend to interpret a text</td>
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<td>Evidence:</td>
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<td>• work cooperatively with peers in small groups</td>
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<td>Evidence:</td>
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<tr>
<td>• work with others to solve problems and get feedback on tasks</td>
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<tr>
<td>Evidence:</td>
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<td>–</td>
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</tbody>
</table>
Складання текстів / Playing with Texts:
Rating Scale

Ім'я: ________________________________ Дата: ________________________________

Ти можеш: 

LC–5.1  
a. organize texts to indicate steps in a procedure or directions to follow

Чудово Дуже добре Достатньо Обмежено

LC–5.2  
a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals

Коментарі

Ти добре зробив/зробила: __________________________________________________________
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____________________________________________________________________________
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Деякі поради для наступного разу: _____________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Activity 4

Розмова з друзями / Conversations with Friends

Review with students the typical ways in which people greet each other in Ukraine, both verbally and nonverbally. Assign each student a number from 1 to 3. Students circulate through the class and initiate a conversation with a classmate using a typical greeting and gesture. Students are to be aware of the patterns in dialogue, such as taking turns talking, not interrupting, and nonverbal displays of (non)understanding. “Number 1” students will try to steer the conversation toward the topic of studying with friends. “Number 2” students will try to steer the conversation toward the topic of shopping with friends, and “Number 3” students will try to steer the conversation toward the topic of playing games with friends. After a short period of time of improvised dialogue, instruct students to initiate another conversation with a different student.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–4.1
a. initiate and participate in informal exchanges with classmates

LC–4.4
a. recognize important social conventions in everyday interactions

a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates

Selected Supporting outcomes

Students will be able to:

GC–1.3
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,

- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошу, я не розумію., raised eyebrows, blank look
- use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг для вішак
Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

Social “traffic rules” of conversation.
How to formulate questions.
Verbal + nonverbal greetings in Ukraine.

Sample Vocabulary

None required.

Evaluation Tools

1. Rating Scale

Create an outcome-based rating scale and share it with the students before they initiate conversations with several classmates. Use the rating scale to assess how well students are able to initiate and participate in informal exchanges, and use a variety of interactive strategies and social interaction patterns.

   OUTCOMES
   A–4.1a
   LC–5.3a
   S–2.1a

2. Learning Log

After initiating conversations with several classmates, have the students reflect on their learning and how well they were able to recognize and use cultural and social conventions to initiate and participate in exchanges using social interaction patterns.

   Students could use the following sentence starters.
   • This reminded me of the activity when we …
   • I learned that some of my classmates …
   • When I started a conversation, I most often …
   • The greeting I found most difficult to incorporate was …

   OUTCOMES
   A–4.1a
   LC–4.4a
   LC–5.3a
   GC–1.3a
Ти можеш:

A–4.1
a. initiate and participate in informal exchanges with classmates

LC–5.3
a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates

S–2.1
a. identify and use a variety of interactive strategies to enhance language use:
   • interpret and use a variety of nonverbal cues to communicate
   • indicate lack of understanding verbally or nonverbally
   • use circumlocution to compensate for lack of vocabulary

Коментарі

Ти добре зробив/зробила: ______________________________________
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Деякі поради для наступного разу: ______________________________________
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Українська мова і культура 9 клас. Підручник до виконання завдань, клас 7. Група LC–5 / 17
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Activity 5

Сімейні традиції моїх однокласників / Family Traditions of My Classmates

With the class, brainstorm a list of family traditions that students celebrate, along with a brief description. Instruct students to choose a tradition that is not theirs, analyze the highlights of the tradition, and then imagine the many details involved. Students will write a short description listing the details in chronological order. Once completed, the student will present his or her composition to the person who actually celebrates that tradition to verify the list.

Sample Text
Щозими, 26 грудня батьки, брати і сестри моєї подруги ідуть у парк і ліплять снігову бабу. Спочатку вони готують термос з гарячим шоколадом. Потім вони відповідно одягаються і йдуть в парк. Тоді … / Every winter, December 26, my friend’s parents and her siblings go to the park and build a snowman. First they prepare a thermos with hot chocolate. Then they get dressed appropriately and go to the park. Then …

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–3.2
a. state personal actions in a variety of situations

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–5.1
a. organize texts to indicate steps in a procedure or directions to follow

Selected Supporting outcomes

A–1.1
a. provide information on several aspects of a topic

GC–2.4
a. recognize that within any culture there are important differences in the way people speak and behave

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
- apply grammar rules to improve accuracy at the correction stage
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- revise and correct final versions of texts
Activity 5 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

по-перше / firstly
по-друге / secondly
наступний / next

і тоді, після / and then, after
в кінці / lastly

Evaluation Tools

1. Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information, write and organize short, simple texts, and use a variety of productive strategies.

2. Learning Log

After describing and comparing the family tradition, have the students reflect on their learning and on how well they were able to state personal actions, write and organize a detailed description of their family tradition, and recognize that there are different family traditions celebrated by classmates. Students could use the following sentence starters.

- This family tradition reminded me of …
- When I organized texts, I …
- I learned that some of my classmates' traditions were …
- I would like to know more about …
**Сімейні традиції моїх однокласників / Family Traditions of My Classmates: Rating Scale**

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<td>A–1.1</td>
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<td>a. provide information on several aspects of a topic</td>
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<td>LC–3.2</td>
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<tr>
<td>a. produce a variety of short, simple written texts in guided situations</td>
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<td>LC–5.1</td>
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<tr>
<td>a. organize texts to indicate steps in a procedure or directions to follow</td>
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<td>S–2.3</td>
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<tr>
<td>a. identify and use a variety of productive strategies to enhance language use; e.g.,</td>
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<tr>
<td>• apply grammar rules to improve accuracy at the correction stage</td>
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<td>• use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas</td>
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<td>• be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)</td>
<td>● ● ● ● ●</td>
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<tr>
<td>• revise and correct final versions of texts</td>
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**Коментарі**

Ти добре зробив/зробила: __________________________________________

Інколи ти маєш труднощі з: ________________________________________

Деякі поради для наступного разу: ___________________________________
The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Global Citizenship: Students will acquire the knowledge, skills and attitudes to be effective global citizens.

**GC–1: Дослідження культури / Exploring Cultures**
- Activity 1: Валюти / Currencies
- Activity 2: Приказки / Sayings
- Activity 3: Географічна карта / Maps and Places
- Activity 4: Календарні свята / A Cultural Calendar
- Activity 5: Культурні звичаї / Social Conventions

**GC–2: Різноманітний світ / It Is a Diverse World**
- Activity 1: Акценти / Accents
- Activity 2: Що світ їсть? / What the World Eats
- Activity 3: Уявлення про Канаду / How They See Us
- Activity 4: Де ти хочеш побувати? / Favourite Destinations
- Activity 5: Мовні сім’ї / Language Families
- Activity 6: Вживання сленгу / Using Slang
- Activity 7: Молодіжний стиль одягу / The Fashion of Youth

**GC–3: Світові можливості/нагоди / Global Opportunities**
- Activity 1: Танцюймо / Let’s Dance
- Activity 2: Мій улюблений художник / My Favourite Painter
- Activity 3: Світове радіо / World Radio
- Activity 4: Віртуальна виставка / Virtual Exhibition
- Activity 5: Визначна архітектура / Famous Architecture
Specific Outcomes

Students will be able to:

- **GC–1.1a** formulate questions about elements of Ukrainian culture beyond their immediate community
- **GC–1.2a** explore some elements of Ukrainian culture beyond their immediate community
- **GC–1.3a** apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own
- **GC–1.4a** apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts
- **GC–1.5a** participate in, and contribute to, activities and experiences that reflect Ukrainian culture

Other Specific Outcomes

Applications

Students will be able to:

- **A–1.1 a.** provide information on several aspects of a topic
- **A–5.1 a.** ask questions to gain knowledge and clarify understanding
- **A–6.2 a.** use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Language Competence

Students will be able to:

- **LC–2.2 a.** produce a variety of short, simple oral texts in guided situations
- **LC–2.3 a.** manage simple, routine interactions, asking for repetition or clarification when necessary
- **LC–3.2 a.** produce a variety of short, simple written texts in guided situations
- **LC–4.1 a.** identify polite and socially appropriate language in specific situations
- **LC–4.4 a.** recognize important social conventions in everyday interactions
- **LC–5.2 a.** recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals
Students will be able to:

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію., raised eyebrows, blank look
   • start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що..., Це означає, що..., Тобто...
   • repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку..., Я так, на ваш погляд..., Ви кажете, що..., Так, як я розумію,...

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   • seek information through a network of sources, including libraries, the Internet, individuals and agencies
   • use previously acquired knowledge or skills to assist with a new learning task
### Валюти / Currencies

Instruct students to compile research on the form of currency used in that country. Topics should include the name of the different units and how they compare to the Canadian dollar. Students also read advertisements in online Ukrainian newspapers, compare them with Canadian advertisements and get an idea of the difference in “purchasing power.”

Set up a “currency exchange station” in the classroom. Provide students with fake Canadian money and invite students to visit the offices, learn about the different forms of currency and exchange money.

Students write a short summary of what they learned about the different currencies.

**Variation**
Set up stations where students price, then buy, various items in Ukrainian currency.

**Sample Dialogue**
- У мене є п'ять доларів. Скільки гривень я можу купити? / I have five dollars. How many hryvnia can I buy?
- П'ять доларів—це тридцять п'ять гривень. / Five dollars are … hryvnia.
- Скільки коштує літр молока в Україні? / How much does a litre of milk cost in Ukraine?
- Літр молока коштує … / A litre of milk costs …

### Specific Outcomes

**Selected Principal outcomes**

*Students will be able to:*

- **A–1.1**
  a. provide information on several aspects of a topic

- **GC–1.1**
  a. formulate questions about elements of Ukrainian culture beyond their immediate community

- **GC–1.2**
  a. explore some elements of Ukrainian culture beyond their immediate community
Activity 1 (continued)

Selected Supporting outcomes

Students will be able to:

A–5.1
a. ask questions to gain knowledge and clarify understanding

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

S–2.1
a. identify and use a variety of interactive strategies to enhance language use;
e.g.,
- indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошу, я не розумію., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що..., Це означає, що..., Тобто...
- repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку,..., і так, на ваш погляд,..., Ви кажете, що..., Так, як я розумію,...
**Activity 1 (continued)**

**Materials**

Advertisements from Ukrainian newspapers.
Foreign exchange tables from newspapers or printouts from the Internet.

**Prerequisite Knowledge**

Students can count currency and ask questions about money.

**Sample Vocabulary**

<table>
<thead>
<tr>
<th>Ukrainian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>монета / coin</td>
<td>обмінний курс / exchange rate</td>
</tr>
<tr>
<td>продаж / sale</td>
<td>гроші / money</td>
</tr>
<tr>
<td>обмін / to exchange</td>
<td>Я маю п'ять доларів. Скільки гривень я можу купити? / I have five dollars. How many hryvnias can I buy?</td>
</tr>
<tr>
<td>купити / to buy</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Tools**

**Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity.
Students use the rating scale to assess how well they are able to provide information on several aspects of a topic, formulate and ask questions about elements of Ukrainian culture and use interactive strategies.

**Learning Log**

After learning about the different currency, have the students reflect on their learning and on how well they were able to use a variety of interactive strategies, explore some elements of Ukrainian culture, manage simple, routine interactions, and ask questions about the currency in Ukraine. Students could use the following sentence starters.
- I asked the following question and learned …
- The interactive strategies that I found to be most effective were …
- I would like to know more about the following aspects of Ukrainian currency …

**Outcomes**

A–1.1a
A–5.1a
GC–1.1a
S–2.1a

A–5.1a
LC–2.3a
GC–1.2a
S–2.1a
### Валюти / Currencies: Self-assessment Rating Scale

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Майже</th>
<th>Не зовсім</th>
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<tbody>
<tr>
<td>provide information on several aspects of Ukraine’s currency</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>formulate and ask questions and gather information about the currency in Ukraine</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>indicate lack of understanding verbally or nonverbally</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>start again, using a different tactic when communication breaks down</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>repeat part of what someone has said to confirm mutual understanding</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

### Коментарі

Мені цікаво було довідатися про: __________________________________________

___________________________________________

Мені потрібно покращити: __________________________________________

___________________________________________

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Activity 2

Приказки / Sayings

Students work with partners to select and explain a Ukrainian saying or idiomatic expression. Students will post their idiom or saying on a podcast for other students to learn and enjoy. Encourage students to be creative in how they explain their idioms. Invite students to research other sayings or idioms and add to the list of podcasts available for students of Ukrainian.

Sample Text
“Бачити зірки.” Ця приказка має таке саме значення, що і в англійській мові—відчувати жахливий біль. / “To see stars.” This saying means exactly the same thing as in English—to feel a tremendous amount of pain.
“Протянути ноги.” Цей вислів означає померти. Англійський еквівалент—“kick the bucket” / “To stretch the leg.” This saying means “to die.” The English equivalent is to “kick the bucket.”

Specific Outcomes

Selected Principal outcomes  

A–1.1  
a. provide information on several aspects of a topic

LC–2.2  
a. produce a variety of short, simple oral texts in guided situations

GC–1.1  
a. formulate questions about elements of Ukrainian culture beyond their immediate community

GC–1.2  
a. explore some elements of Ukrainian culture beyond their immediate community

GC–1.3  
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

Selected Supporting outcomes  

A–6.2  
a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
Activity 2 (continued)

Materials

A book of idiomatic expressions in Ukrainian.

Prerequisite Knowledge

Students should be familiar with podcasts. Students should be aware of some idiomatic expressions in English.

Sample Vocabulary

It varies.

Evaluation Tools

Rubric

Create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to provide information on several aspects of a Ukrainian idiom or saying, produce a variety of short, simple oral texts and formulate questions about elements of Ukrainian culture.

Learning Log

After researching and uploading their podcast, have the students reflect on their learning, and how well they were able to use Ukrainian creatively, produce a variety of short, simple oral texts, and apply knowledge of and explore elements of Ukrainian culture. Students could use the following sentence starters.

- This activity reminded me of …
- I learned that Ukrainian idioms …
- I learned the following things about podcasts …
### Приказки / Sayings: Rubric

<table>
<thead>
<tr>
<th>Критерій:</th>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
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<tr>
<td>a.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>provide detailed information on several aspects of a topic</td>
<td>provide ample information on several aspects of a topic</td>
<td>provide general information on several aspects of a topic</td>
<td>provide unrelated information on several aspects of a topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC–2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>produce a variety of short, simple oral texts in guided situations</td>
<td>produce a short, simple and meaningful oral text</td>
<td>produce a short, simple and mostly meaningful oral text</td>
<td>produce a short, simple and somewhat meaningful oral text</td>
<td>produce an insignificant oral text</td>
<td></td>
</tr>
<tr>
<td>GC–1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>formulate detailed and interesting questions and systematically use basic research skills</td>
<td>formulate effective questions and systematically use basic research skills</td>
<td>formulate basic or predictable questions and generally use basic research skills</td>
<td>formulate vague questions and use basic research skills with difficulty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Дата: ____________________________
Географічна карта / Maps and Places

Place students into groups and assign each group a certain geographical aspect to research; e.g., major cities, bodies of water, mountain ranges. Students research and gather interesting facts about the assigned geographical features of Ukraine. Students compile their work, both visually and orally, using a digital presentation tool. They then present the completed compilation as an audio slide show.

Sample Text
В Україні є місцевість, яка називається … / In Ukraine there is a place called …
В Україні є Кримські та Карпатські гори … / The Crimean and Carpathian mountains are in Ukraine.

Specific Outcomes

Selected Principal outcomes

A–1.1
a. provide information on several aspects of a topic

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–5.2
a. recognize a variety of text forms delivered through a variety of media; e.g.,
• videotaped instructions, reports with visuals

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

Selected Supporting outcomes

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
• seek information through a network of sources, including libraries, the Internet, individuals and agencies
• use previously acquired knowledge or skills to assist with a new learning task

Students will be able to:
Activity 3 (continued)

Materials

Digital presentation tool.
Microphone.

Prerequisite Knowledge

Students can present research using a digital presentation tool.

Sample Vocabulary

велике місто / city
озеро / lake
ріка / river
гора / mountain
поле, степ / plain

пустиня / desert
місто / town
село / village
населення / population
узбережжя / coast

Evaluation Tools

1. Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use a variety of cognitive strategies, gather information from a variety of media, provide geographical information on Ukraine, produce short, simple written texts and formulate questions about Ukrainian culture.

OUTCOMES

A–1.1a
LC–3.2a
LC–5.2a
GC–1.1a
S–3.1a

2. Rubric

Create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to provide written information on the geography of Ukraine, produce a variety of short, simple written texts and formulate questions about Ukrainian culture.

OUTCOMES

A–1.1a
LC–3.2a
GC–1.1a
### Географічна карта / Maps and Places: Self-assessment Checklist

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
<th>Що я вивчив/вивчила</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide information about the geography of a country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>produce a short, simple written text for the audio slide show</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ask questions about Ukrainian culture that is new to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognize a variety of reports with visuals</td>
<td></td>
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</tr>
<tr>
<td>seek information through a network of sources</td>
<td></td>
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<tr>
<td>use previously acquired knowledge to facilitate a learning task</td>
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<tr>
<td>use diagrams, charts and other graphic representations to make information easier to understand and remember</td>
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</tbody>
</table>

### Коментарі

Я добре зробив/зробила: ____________________________________________________________

_____________________________________________________________________________

Час від часу ти мав/мала труднощі з: ____________________________________________

_____________________________________________________________________________
## Географічна карта / Maps and Places: Rubric

<table>
<thead>
<tr>
<th>Рівень</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
<td>provide detailed information on several aspects of a topic</td>
<td>provide ample information on several aspects of a topic</td>
<td>provide basic information on several aspects of a topic</td>
<td>☐ work was not completed</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐ task demonstrates minimal effort</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐ learning has not yet been achieved</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>LC–3.2</td>
<td>produce short and meaningful written texts in guided situations</td>
<td>produce short and mostly meaningful written texts in guided situations</td>
<td>produce a short and basic written text in guided situations</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>GC–1.1</td>
<td>formulate detailed and interesting questions and systematically use basic research skills</td>
<td>formulate effective questions and systematically use basic research skills</td>
<td>formulate basic or predictable question and generally use basic research skills</td>
<td>☐</td>
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<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work habits</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

☐ worked independently
☐ worked with some assistance
☐ worked with minimal assistance
☐ required constant supervision and assistance
Календарні свята / A Cultural Calendar

Divide students into groups and assign a month to each group. Students will research the holiday and special day celebrations held in Ukraine in that month and list them on the calendar. Students prepare a presentation comparing the holidays and celebrations in Ukraine with those in Canada and give examples of the celebration activities.

Specific Outcomes

Selected Principal outcomes

A–1.1
a. provide information on several aspects of a topic

GC–1.1
a. formulate questions about elements of Ukrainian culture beyond their immediate community

GC–1.5
a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture

Selected Supporting outcomes

LC–2.2
a. produce a variety of short, simple oral texts in guided situations

GC–1.3
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

GC–1.4
a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts
Activity 4 (continued)

Materials

Blank calendars.

Prerequisite Knowledge

Students should be familiar with some holidays that are celebrated in Ukraine but not in Canada.

Sample Vocabulary

свято / holiday
фестиваль / festival
святий / saint
пам'ятати / to remember
святкувати / to celebrate
місцевий / indigenous
релігійний / religious
церква / church
міф / myth

Evaluation Tools

T O O L 1  Learning Log

After researching and compiling the holidays in a particular month, have the students reflect on how well they were able to provide information on holiday celebrations in Ukraine, formulate questions about elements of Ukrainian culture, participate in activities that reflect Ukrainian culture and produce a variety of short, oral texts. Students could use the following sentence starters.

- Our holidays were different in that they …
- I learned that holidays in Ukraine …
- In Canada, our holidays were …
- I would like to know more about the following holiday(s) …

A–1.1a
GC–1.1a
GC–1.5a
LC–2.2a

T O O L 2  Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to apply knowledge of diverse elements of Ukrainian culture to understand cultural behaviour that is different from their own and to interact with others.

GC–1.3a
GC–1.4a
Календарні свята / A Cultural Calendar: Observation Checklist

Дата: ______________________

Критерій:
GC–1.3a  apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own
GC–1.4a  apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>GC–1.3a</td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
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<tr>
<td>2.</td>
<td>GC–1.3a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
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<tr>
<td>3.</td>
<td>GC–1.3a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
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<td>4.</td>
<td>GC–1.3a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
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<tr>
<td>5.</td>
<td>GC–1.3a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
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<tr>
<td>6.</td>
<td>GC–1.3a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>GC–1.3a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
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<tr>
<td>8.</td>
<td>GC–1.3a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>GC–1.3a</td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
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<tr>
<td>10.</td>
<td>GC–1.3a</td>
<td></td>
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<tr>
<td></td>
<td>GC–1.4a</td>
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<tr>
<td>11.</td>
<td>GC–1.3a</td>
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<tr>
<td></td>
<td>GC–1.4a</td>
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<tr>
<td>12.</td>
<td>GC–1.3a</td>
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<tr>
<td></td>
<td>GC–1.4a</td>
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</tbody>
</table>
**Activity 5**

**Культурні звичаї / Social Conventions**

Divide the class into groups of four. Assign a different age, gender and professional role to each student and choose an imaginary location. Students will improvise a short skit in which the students greet and/or introduce each other. Students apply their knowledge of the cultural behaviour of Ukrainian culture regarding register, vocabulary, and nonverbal behaviour, and present their skit in front of the class.

**Specific Outcomes**

**Selected Principal outcomes**  
**Students will be able to:**

- **A–6.2**  
a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

- **LC–2.2**  
a. produce a variety of short, simple oral texts in guided situations

- **GC–1.3**  
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

- **GC–1.5**  
a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture

**Selected Supporting outcomes**  
**Students will be able to:**

- **LC–4.1**  
a. identify polite and socially appropriate language in specific situations

- **LC–4.4**  
a. recognize important social conventions in everyday interactions
Activity 5 (continued)

- **Materials**
  - List of different roles and scenarios.

- **Prerequisite Knowledge**
  - Students should be familiar with culturally appropriate social conventions; e.g., handshaking and kissing on the cheeks.

- **Sample Vocabulary**
  - It varies.

**Evaluation Tools**

1. **Checklist and Comments**
   - Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use Ukrainian creatively, to produce short, simple oral texts, to apply cultural knowledge and to identify socially appropriate language.

2. **Self-assessment Rating Scale**
   - Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use Ukrainian creatively to improvise a skit, to recognize social conventions and cultural behaviours that are different from their own, and to participate on activities and experiences that reflect Ukrainian culture.
<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A–6.2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LC–2.2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. produce a variety of short, simple oral texts in guided and situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LC–4.1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. identify polite and socially appropriate language in specific situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GC–1.3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own</td>
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</tbody>
</table>

**Коментарі**

Ти добре зробив/зробила: ____________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Ти можеш покращити: ____________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Добре</th>
<th>Коментарі</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use the language creatively in a skit with classmates</td>
<td>Evidence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• recognize cultural behaviour that is different from my own; e.g., appropriate vocabulary and nonverbal behaviour</td>
<td>Evidence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• participate in, and contribute to, activities and experiences that reflect Ukrainian culture</td>
<td>Evidence:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• recognize important social conventions in everyday situations</td>
<td>Evidence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Specific Outcomes

Students will be able to:

GC–2.1a identify aspects of their personal style in language use
GC–2.1b identify some regional variations in their first language
GC–2.2a recognize that languages can be grouped into families
GC–2.3a identify how cultural influences affect individuals
GC–2.4a recognize that within any culture there are important differences in the way people speak and behave
GC–2.5a demonstrate curiosity about other languages and cultures
GC–2.6a explore representations of their own culture and Ukrainian culture created by those who live in other cultures

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.1
a. inquire about and express agreement/disagreement

A–3.2
a. state personal actions in a variety of situations

A–3.3
b. express disagreement in an appropriate way

A–3.3
b. express disagreement in an appropriate way

A–3.2
a. state personal actions in a variety of situations

A–3.3
b. express disagreement in an appropriate way

A–3.3
b. express disagreement in an appropriate way

A–5.1
a. ask questions to gain knowledge and clarify understanding

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.4
a. provide reasons for their opinions

Language Competence

Students will be able to:

LC–1.1
a. identify and reproduce some critical sound distinctions that are important for meaning

LC–1.4
b. use, in structural situations, the following grammatical elements:
   - nouns (accusative singular/plural inanimate: genitive singular)
   - adjectives (noun–adjective agreement)
   - verbs (present common)
   - adverbs (comparative superlative)
LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–3.3
a. derive meaning from visual elements in a variety of media in guided situations

LC–4.3
a. recognize some common regional variations in language

Strategies

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   • seek the precise term to express meaning
   • identify similarities and differences between aspects of Ukrainian and your own language
   • find information, using reference materials such as dictionaries, textbooks and grammars
   • listen attentively
   • imitate sounds and intonation patterns

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   • decide in advance to attend to specific aspects of input
   • monitor your speech and writing to check for persistent errors

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   • work cooperatively with peers in small groups
   • understand that making mistakes is a natural part of language learning

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • acknowledge being spoken to
   • use circumlocution to compensate for lack of vocabulary; e.g., те, на що ви шукаете одяг для військ

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   • connect what is already known with what is being learned
   • formulate key questions to guide research

S–3.2
a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
   • reflect on learning tasks with the guidance of the teacher
   • reflect upon your thinking processes and how you learn

Students will be able to:
Activity 1

Акценти / Accents

Brainstorm with students a list of different types of accents among English language speakers. Locate recordings and play examples of different accents and have students identify them. Explain the function of accents and survey if there are different accents in class; e.g., east coast Canadian. Briefly explore different dialects and expressions within English, and extend the idea of differences within a language to Ukrainian.

Sample Text
Кожний говорити з акцентом. Акцент—це спосіб вимови мови. Кожна мова має різні акценти, і кожний регіон країни має різні акценти. / Everybody speaks with an accent. An accent is a way of pronouncing a language. Each language has different accents, and each region of a country has a variety of accents.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–5.1
a. ask questions to gain knowledge and clarify understanding

LC–4.3
a. recognize some common regional variations in language

GC–2.1
b. identify some regional variations in their first language

GC–2.4
a. recognize that within any culture there are important differences in the way people speak and behave

Selected Supporting outcomes

Students will be able to:

LC–1.1
a. identify and reproduce some critical sound distinctions that are important for meaning

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
- listen attentively
- imitate sounds and intonation patterns
Activity 1 (continued)

Materials

Recordings of a variety of English accents. For example, Scottish, Australian, Southern drawl, Newfoundland, and so on. Teacher should be informed of the function of accents and how accents developed.

Prerequisite Knowledge

None required.

Sample Vocabulary

акцент / accent
dіалог / dialect
вимова / pronunciation

регіон / region
говорити / to speak
іноземний / foreign

Evaluation Tools

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use cognitive strategies, ask questions about, identify and recognize regional variations in language, and recognize that there are cultural differences in the way people behave and speak.

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to identify and reproduce some critical sounds, and ask questions about, identify and recognize regional variations and differences in the way people speak and behave.
### Акценти / Accents: Self-assessment Rating Scale

<table>
<thead>
<tr>
<th>Ім'я: __________________________</th>
<th>Дата: __________________________</th>
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<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
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</thead>
<tbody>
<tr>
<td>• ask questions to gain knowledge and clarify understanding</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
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<tr>
<td>• recognize some common regional variations in the way people speak</td>
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<td>●●●●●</td>
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<tr>
<td>English and Ukrainian</td>
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<tr>
<td>• recognize that within any culture there are important differences</td>
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<tr>
<td>in the way people speak and behave</td>
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<tr>
<td>• listen attentively</td>
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<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
</tr>
<tr>
<td>• imitate sounds and intonation patterns</td>
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<td>●●●●●</td>
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</tbody>
</table>

### Коментарі

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Я мав/мала труднощі з: ____________________________________________

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<table>
<thead>
<tr>
<th>Акценти / Accents: Rating Scale</th>
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| Ім'я: ___________________________ | Дата: ___________________________ |

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<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
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<tr>
<td>A–5.1</td>
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<tr>
<td>a. ask questions to gain knowledge and clarify understanding</td>
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<td>LC–1.1</td>
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<tr>
<td>a. identify and reproduce some critical sound distinctions that are important for meaning</td>
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<tr>
<td>GC–2.1</td>
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<tr>
<td>b. identify some regional variations in their first language</td>
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<tr>
<td>GC–2.4</td>
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<tr>
<td>a. recognize that within any culture there are important differences in the way people speak and behave</td>
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</table>

Коментарі

Ти добре зробив/зробила: ___________________________
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Деякі поради для наступного разу: ___________________
_________________________________________________
_________________________________________________
**Activity** 2

### Що світ їсть? / What the World Eats

Lead the class on a discussion of how other cultures influence the way their people eat. Discuss cultural influences such as the effect of climate on sleep patterns and eating times and the effect of the environment on the kinds of plant and animal life available. For example, people who live in the desert eat dates; North American Aboriginals ate pemmican in the winter; Asians have a predominately rice diet.

Ask students to reflect on a typical week’s worth of meals. Students write down what they eat, at what time of day, with whom and where. Students then compare their diet with the diet of people in Ukraine and in other cultures.

Have the students look up various world diets on the Internet; e.g., Mediterranean, African, South American, north European, east European, and so on.

**Sample Text**
Переважно на сніданок я маю лише склянку соку. На обід я їм сандвіч та яблуко, та п'ю молоко. На вечерю я люблю їсти спагеті та м'ясні фрикадельки. / Normally I do not have much for breakfast, just a glass of juice. For lunch I eat a sandwich and an apple and drink milk. For supper I like spaghetti and meatballs.

### Specific Outcomes

#### Selected Principal outcomes

**A–3.2**
- a. state personal actions in a variety of situations

**GC–2.3**
- a. identify how cultural influences affect individuals

#### Selected Supporting outcomes

**A–1.1**
- a. provide information on several aspects of a topic

**GC–2.5**
- a. demonstrate curiosity about other languages and cultures

**S–3.1**
- a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
  - connect what is already known with what is being learned
  - formulate key questions to guide research
Activity 2 (continued)

Materials

Photographs and information on how the world eats.

Prerequisite Knowledge

Food and meal time vocabulary. Telling time and knowing the days of the week. Students should have access to a world map, atlas or globe.

Sample Vocabulary

їжа / meal/food
сніданок / breakfast
обід / lunch
вечеря / supper

культура / culture
подібності/схожості / similarities
відмінності / differences
світ / the world
країна / country

Evaluation Tools

T O O L 1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to state personal actions, identify how culture affects diet and food choices, and demonstrate curiosity about other languages and cultures.

A–3.2a
GC–2.3a
GC–2.5a

T O O L 2

Learning Log

After comparing their weekly food consumption and analyzing how culture affects diet, have the students reflect on their learning and how well they were able to provide information, identify how culture affects individuals and use cognitive strategies. Students could use the following sentence starters.

- Some ways in which the world eats in the same way were …
- Some ways in which the world eats differently were …
- After seeing these photographs, I understood …

A–1.1a
GC–2.3a
S–3.1a
### Що світ їсть? / What the World Eats: Observation Checklist

Дата: _________________

Критерій:
A–3.2a state personal actions in a variety of situations
GC–2.3a identify how cultural influences affect individuals
GC–2.5a demonstrate curiosity about other languages and cultures

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A–3.2a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GC–2.3a</td>
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<td>GC–2.5a</td>
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<td>A–3.2a</td>
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<td>GC–2.5a</td>
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<td>3.</td>
<td>A–3.2a</td>
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<td>GC–2.3a</td>
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<td>4.</td>
<td>A–3.2a</td>
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<td>GC–2.3a</td>
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<td>GC–2.5a</td>
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<td>5.</td>
<td>A–3.2a</td>
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<td>GC–2.3a</td>
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<td></td>
<td>GC–2.5a</td>
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<td>6.</td>
<td>A–3.2a</td>
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<td>GC–2.3a</td>
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<td>GC–2.5a</td>
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<tr>
<td>7.</td>
<td>A–3.2a</td>
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<td>GC–2.3a</td>
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<td></td>
<td>GC–2.5a</td>
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<tr>
<td>8.</td>
<td>A–3.2a</td>
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<tr>
<td></td>
<td>GC–2.3a</td>
<td></td>
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<tr>
<td></td>
<td>GC–2.5a</td>
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</tbody>
</table>
Activity 3

Уявления про Канаду / How They See Us

Divide the class into two groups. Provide one group with the results of international polls that survey how other countries view Canada. Have the other group conduct a survey of its friends, students in its grades and/or their neighbour to find out how Ukrainian culture is viewed by non-Ukrainians. This second group should start the survey in advance of the lesson. Students discuss the results and their findings with their groups. Finally, bring the groups together and elicit their responses to both poll and survey findings.

Extension
Have students use the Internet to watch the MacLean’s Magazine videos, “What the World Thinks of Canada,” on Youtube (youtube.com).

Specific Outcomes

Selected Principal outcomes

A–2.1
a. inquire about and express agreement/disagreement

A–5.4
a. provide reasons for their opinions

GC–2.6
a. explore representations of their own culture and Ukrainian culture created by those who live in other cultures

Selected Supporting outcomes

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

S–3.2
a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
   • reflect on learning tasks with the guidance of the teacher
   • reflect upon your thinking processes and how you learn

Students will be able to:

Students will be able to:
Activity 3 (continued)

Materials

Polling data.

Prerequisite Knowledge

None required.

Sample Vocabulary

tolerant
щедрий / generous
висока думка / high regard
більше / more
менше / less
у порівнянні з / in comparison with

миролюбна / peacekeeping
підраховувати голоси / poll
dані, відомості / data
dумка / opinion
стереотип / stereotype

Evaluation Tools

Tool 1

Learning Log

After discussing other perspectives about Canada, have the students reflect on their learning and on how well they were able to use metacognitive strategies to manage conversations that value, agree and disagree with different perspectives. Some sample sentence starters are the following.

• I thought the outside world’s perspectives of Canada and Ukraine were …
• I agreed/disagreed with the idea that …
• My classmates thought that …
• When I thought about how I now see Canada …

Tool 2

Checklist and Comments

Create an outcome-based checklist and share it with the students before they discuss other perspectives on Canada. Use the checklist to assess if students are able to manage a simple conversation dealing with outside perspectives on Canada, provide reasons for their opinions, and explore representations of their own and Ukrainian culture.

Outcomes

Learning Log

A–2.1a
LC–2.3a
S–3.2a

Checklist and Comments

A–5.4a
LC–2.3a
GC–2.6a
Ім'я: ______________________________   Дата: _______________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. provide reasons for their opinions</td>
<td></td>
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<tr>
<td>LC–2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. manage simple, routine interactions, asking for repetition or clarification when necessary</td>
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</tr>
<tr>
<td>GC–2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. explore representations of their own culture and Ukrainian culture created by those who live in other cultures</td>
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Коментарі

Ти добре зробив/зробила: _____________________________________________
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Деякі поради для наступного разу: ______________________________________
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**Activity 4**

**Де ти хочеш побувати? / Favourite Destinations**

Distribute a survey form to each student and instruct them to interview three classmates about which two countries/cultures they would like to visit and learn about. Students compile a list of peer responses. Lead a class discussion and create a statistical analysis of student responses. Invite student feedback and explore reasons for student responses.

**Sample Text**

70% учнів хочуть відвідати Україну. Ці учні хочуть поглибити знання української мови та побачити краєвиди України. 30% учнів хочуть подорожувати до Японії, тому що їм цікаві японська культура та мова. / Seventy percent of students want to visit Ukraine. These students want to practise Ukrainian and visit cultural sites. Thirty percent want to travel to Japan because the culture and language are interesting.

**Specific Outcomes**

- **Selected Principal outcomes**

  A–5.1
  a. ask questions to gain knowledge and clarify understanding

  A–5.2
  a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

  A–5.4
  a. provide reasons for their opinions

  GC–2.5
  a. demonstrate curiosity about other languages and cultures

- **Selected Supporting outcomes**

  LC–2.3
  a. manage simple, routine interactions, asking for repetition or clarification when necessary

  S–2.1
  a. identify and use a variety of interactive strategies to enhance language use; e.g.,
    - acknowledge being spoken to
    - use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг для вішак
Activity 4 (continued)

Materials

Sample template attached.

Prerequisite Knowledge

None required.

Sample Vocabulary

призначення / destination
культура / culture
мова / language

podorozhuvati / to travel
чужий / strange
іноземний / foreign

Evaluation Tools

TOOL 1 Rubric

Create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to ask questions and demonstrate curiosity about other cultures, and provide reasons for their opinions.

OUTCOMES
A–5.1a
A–5.4a
GC–2.5a

TOOL 2 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use interactive strategies, manage simple, routine interactions, gather information from a variety of resources, and demonstrate curiosity about other languages and cultures.

OUTCOMES
A–5.2a
LC–2.3a
GC–2.5a
S–2.1a
### Де ти хочеш побувати? / Favourite Destinations

<table>
<thead>
<tr>
<th>Ім’я учня</th>
<th>Перше призначення</th>
<th>Друге призначення</th>
<th>Що ти хочеш дізнатися про це?</th>
<th>Чому?</th>
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<tbody>
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## Де ти хочеш побувати? / Favourite Destinations: Rubric

<table>
<thead>
<tr>
<th>Критерій:</th>
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<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатній</th>
<th>Обмежений</th>
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</thead>
<tbody>
<tr>
<td>A–5.1</td>
<td>a. ask questions to gain knowledge and clarify understanding</td>
<td>ask <strong>insightful</strong> questions to gain knowledge and clarify understanding</td>
<td>ask <strong>careful</strong> questions to gain knowledge and clarify understanding</td>
<td>ask <strong>predictable</strong> questions to gain knowledge and clarify understanding</td>
<td>ask <strong>superficial</strong> questions to gain knowledge and clarify understanding</td>
</tr>
<tr>
<td>A–5.4</td>
<td>a. provide reasons for their opinions</td>
<td>provide <strong>detailed</strong> reasons for his or her opinions on an issue</td>
<td>provide <strong>varied</strong> reasons for his or her opinions on an issue</td>
<td>provide <strong>basic</strong> reasons for his or her opinions on an issue</td>
<td>provide <strong>vague</strong> reasons for his or her opinions on an issue</td>
</tr>
<tr>
<td>GC–2.5</td>
<td>a. demonstrate curiosity about other languages and cultures</td>
<td><strong>clearly</strong> demonstrate curiosity about other languages and cultures</td>
<td><strong>mostly clearly</strong> demonstrate curiosity about other languages and cultures</td>
<td><strong>somewhat clearly</strong> demonstrate curiosity about other languages and cultures</td>
<td><strong>vaguely</strong> demonstrate curiosity about other languages and cultures</td>
</tr>
</tbody>
</table>

| Ім'я: | | Дата: |
|-------| | |
Де ти хочеш побувати? / Favourite Destinations: Self-assessment Rating Scale

Ім'я: ____________________________  Дата: ____________________________

Я можу:  
  • gather information on my classmates’ preferred destinations from a variety of resources
  • manage simple, routine conversations, asking for repetition or clarification when necessary
  • demonstrate curiosity about other languages and cultures
  • acknowledge being spoken to
  • find other ways of expressing a word when I cannot think of how to say that word in Ukrainian

Чудово  Дуже добре  Достатній  Обмежений

Коментарі

Я добре зробив/зробила: __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Наступного разу я ... __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Мовні сім’ї / Language Families

Compile a list of five to 10 English vocabulary words from a particular unit. Find the equivalents of those words in German, Polish and Ukrainian, and then shuffle the words randomly. Distribute the list to each student. Students are to examine the list and rearrange the words into the four language categories. Lead the class in a discussion on language families and elicit responses from students as to why they organized their lists the way they did.

Variation
Cut out the individual words into cards or squares and have students put the cards together under the headings “English,” “Polish,” “Ukrainian” and “German.”

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–3.3
a. check for agreement and understanding

A–3.3
b. express disagreement in an appropriate way

GC–2.2
a. recognize that languages can be grouped into families

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   • seek the precise term to express meaning
   • identify similarities and differences between aspects of Ukrainian and your own language
   • find information, using reference materials such as dictionaries, textbooks and grammars

Selected Supporting outcomes

Students will be able to:

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

A–5.4
a. provide reasons for their opinions

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations
Activity 5 (continued)

Materials

List of vocabulary in a variety of languages.
Information on language families.

Prerequisite Knowledge

None required.

Sample Vocabulary

Ukrainian/Polish
голова/glova
коліно/kolano
нога/noga
рука/renka
пальцев/palets
лікоть/okets

German/English
(der) Kopf / (the) head
(das) Knie / (the) knee
(das) Bein / (the) leg
(der) Arm / (the) arm
(der) Finger / (the) finger
(der) Ellbogen / (the) elbow

Evaluation Tools

Self-assessment Checklist

Create an outcome-based checklist and share it with the students before they arrange the vocabulary words into languages. Students use the checklist to determine if they are able to use cognitive strategies and recognize that languages can be grouped into families, understand a variety of short, simple written texts and provide reasons for their opinions.

A–5.4a
LC–3.1a
GC–2.2a
S–1.1a

Anecdotal Notes

Observe the students as they arrange the vocabulary words into languages. Record anecdotal notes on the extent to which students are able to recognize that languages can be grouped into families, check for agreement and understanding express disagreement in an appropriate way and gather information from a variety of resources.

A–3.3a
A–3.3b
A–5.2a
GC–2.2a
Мовні сім'ї / Language Families: 
Self-assessment Checklist

Ім'я: ____________________________  Дата: ____________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provide reasons for my opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understand a short, simple list of foreign vocabulary words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• recognize that languages can be grouped into families based on common origins</td>
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<td></td>
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<tr>
<td>• associate new words or expressions with familiar ones, either in Ukrainian or in my own language(s)</td>
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<tr>
<td>• look for patterns and relationships among vocabulary words</td>
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Коментарі

Я добре зробив/зробила: ________________________________________________
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Я мав/мала труднощі з: ________________________________________________
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Наступного разу я: ________________________________________________
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## Мовні сім'ї / Language Families: Anecdotal Notes

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<tr>
<th>Учні</th>
<th>Критерій</th>
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<th>Ще ні</th>
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Вживання сленгу / Using Slang

Write the following sentence on the board: “That actor is so cool.” Discuss the meaning of the sentence with students (that actor is fashionable/excellent/pleasing). Talk about the use of slang in everyday speech and how it is specific to a language. For example, translating “That actor is so cool” into Ukrainian does not make sense.

Place students into groups of two or three and distribute two sentences containing slang to each group. Have each group translate the sentences into Ukrainian. Give the groups 10 minutes to work on this.

Ask each group to first read the sentences in English, and then their Ukrainian translation to the class. Ask students to think about how they speak and write in English, reflect on this and examine how it affects their use of Ukrainian. Ensure students are aware of interference between the two languages and that it should not occur.

Examples of slang

<table>
<thead>
<tr>
<th>English Sentence</th>
<th>Ukrainian Translation</th>
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<tbody>
<tr>
<td>I'm going to go bananas if I do not get a holiday soon.</td>
<td>Я хочу піду до Бананів, якщо я не отримую відпустку.</td>
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<tr>
<td>This problem is eating away at me.</td>
<td>Цей проблема я витрачає, я тя ж засуну в пекло.</td>
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<tr>
<td>Give me a straight answer.</td>
<td>Дайте мені пряме відповідь.</td>
</tr>
<tr>
<td>This newspaper is a rag.</td>
<td>Ця газета — рідина.</td>
</tr>
<tr>
<td>She is a whiz at the computer.</td>
<td>Вона витримується на комп'ютері.</td>
</tr>
</tbody>
</table>
| He plays a mean guitar.          | Він грає на гітарі непоміченним.

Specific Outcomes

Selected Principal outcomes

- A–3.3
  a. check for agreement and understanding
- GC–2.1
  a. identify aspects of their personal style in language use

Selected Supporting outcomes

- S–1.1
  a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - seek the precise term to express meaning
    - identify similarities and differences between aspects of Ukrainian and your own language
    - find information, using reference materials such as dictionaries, textbooks and grammars
- S–1.3
  a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
    - work cooperatively with peers in small groups
    - understand that making mistakes is a natural part of language learning

Students will be able to:
Activity 6 (continued)

Materials

English sentences containing slang to be distributed to students.

Prerequisite Knowledge

None required.

Sample Vocabulary

сленг / slang
вираз / expression
речення / sentence
знавець / whiz
туалет / john
dуріти / go bananas
чіплятися / pain in the neck
огидний / stunk
перекладати / translate
хоробрий / gutsy
лінивий / couch potato
відпочивати / veg out
шмаття / rag
грізти / eating away at
віртуоз / plays a mean
пряма / straight

Evaluation Tools

Learning Log

After completing their sentences, have the students reflect on their learning and on how well they were able to check for agreement and understanding, identify aspects of their personal style in language use, produce a variety of short, simple written texts and use cognitive strategies. Students could use the following sentences starters.

- I was able to check for agreement and understanding in my group by …
- I showed disagreement in an appropriate way when …
- I was able to translate the English words into Ukrainian using …
- I learned that some English words cannot be used in Ukrainian because …

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use cognitive and social and affective strategies, check for agreement and understanding, and produce a variety of short, simple written texts.
# Вживання сленгу / Using Slang: Rating Scale

<table>
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<tr>
<th>Ім'я: ___________________________</th>
<th>Дата: ___________________________</th>
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<table>
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<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
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<tbody>
<tr>
<td>A–3.3</td>
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<tr>
<td>a. check for agreement and understanding</td>
<td>●●●●●</td>
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<td>LC–3.2</td>
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<tr>
<td>a. produce a variety of short, simple written texts in guided situations</td>
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<td>S–1.1</td>
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<tr>
<td>a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
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<tr>
<td>• seek the precise term to express meaning</td>
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<td>• identify similarities and differences between aspects of Ukrainian and your own language</td>
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<tr>
<td>• find information, using reference materials such as dictionaries, textbooks and grammars</td>
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<tr>
<td>S–1.3</td>
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<tr>
<td>a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
<td>●●●●●</td>
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<tr>
<td>• work cooperatively with peers in small groups</td>
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<tr>
<td>• understand that making mistakes is a natural part of language learning</td>
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**Коментарі**

Ти добре зробив/зробила: ____________________________________________________________

_________________________________________________________

Наступного разу … ____________________________________________

_________________________________________________________
Activity 7

Молодіжний стиль одягу / The Fashion of Youth

Place students into pairs and distribute three to five photographs or pictures to each group. Students will analyze the photographs or pictures and then discuss them with their partner. They will engage in short conversations and describe what they see in the photographs or pictures. Partners are to ask questions, agree or disagree with the other partner’s ideas and contribute their own descriptions. Students note similarities and differences between the fashion of youth in Ukraine and that of their own country.

Sample Dialogue
- На цьому малюнку люди носять одяг, схожий на наш. Вони одягнені у джинси, сорочки та шалики у нашому стилі. / In this picture, the people are wearing clothes similar to ours. They are wearing jeans, t-shirts and scarves that are in style here.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement/disagreement

GC–2.5
a. demonstrate curiosity about other languages and cultures

Selected Supporting outcomes

Students will be able to:

LC–1.4
b. use, in structured situations, the following grammatical elements:
   - nouns (accusative singular/plural inanimate; genitive singular)
   - adjectives (noun–adjective agreement)
   - verbs (present common)
   - adverbs (comparative, superlative)

LC–3.3
a. derive meaning from visual elements in a variety of media in guided situations

S–1.2
a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
   - decide in advance to attend to specific aspects of input
   - monitor your speech and writing to check for persistent errors
Activity 7 (continued)

Materials
Photographs and pictures.

Prerequisite Knowledge
Students are able to provide short, simple observations in guided situations.

Sample Vocabulary
На цьому малюнку особа одягнена … / In this picture this person wears …
Ця особа є … / That person is …

Evaluation Tools

Tool 1
Peer-assessment Checklist
Create an outcome-based peer-assessment checklist with students before they begin the activity. Students use the checklist to determine if their peers are able to inquire about and express agreement and disagreement, derive meaning from visual elements and use given grammatical elements.

OUTCOMES
A–2.1a
LC–1.4b
LC–3.3a

Tool 2
Observation Checklist
Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to demonstrate curiosity about other cultures, use a variety of metacognitive strategies and certain grammatical elements.

OUTCOMES
LC–1.4b
GC–2.5a
S–1.2a
Ім'я: __________________________ Дата: __________________________

Ім'я моєго партнера/моєї партнерки: __________________________________________

<table>
<thead>
<tr>
<th>Іконка</th>
<th>Опис актора</th>
<th>Так</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>•</td>
<td>inquire and express agreement and disagreement</td>
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<td>☐</td>
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<td></td>
<td>I heard you agree or disagree that:</td>
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<td>______________________________________</td>
<td>☐</td>
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<tr>
<td>•</td>
<td>use grammatical elements</td>
<td>☐</td>
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<td></td>
<td>I noticed that you made a good use of demonstrative adjectives in your description, such as:</td>
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<td>______________________________________</td>
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<td>•</td>
<td>understand messages from pictures and posters from a variety of books and magazines, with or without the help of others</td>
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<td></td>
<td>I noticed you were able to understand the picture you observed by:</td>
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### Молодіжний стиль одягу / The Fashion of Youth: Observation Checklist

**Ім'я:** ___________________________  **Дата:** ___________________________

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<tr>
<th>Учні</th>
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<th>GC–2.5</th>
<th>S–1.2</th>
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<td><strong>b.</strong> use, in structured situations, the following grammatical elements:</td>
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<td>- nouns ( accusative singular/plural inanimate; genitive singular)</td>
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<td>- adverbs (comparative, superlative)</td>
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<td><strong>a.</strong> demonstrate curiosity about other languages and cultures</td>
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<td><strong>a.</strong> identify and use a variety of metacognitive strategies to enhance language learning; e.g.,</td>
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<td>- decide in advance to attend to specific aspects of input</td>
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<td>- monitor your speech and writing to check for persistent errors</td>
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Global Opportunities

Specific Outcomes

GC–3.1a identify aspects of Ukrainian culture that are of personal interest
GC–3.2a identify aspects of different cultures that are of personal interest

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.1
a. ask questions to gain knowledge and clarify understanding

A–6.3
a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance

Language Competence

Students will be able to:

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

LC–4.5
a. use appropriate nonverbal behaviours in a variety of familiar contexts

LC–5.2
a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instruction, reports with visuals

Students will explore personal and career opportunities.
Other Specific Outcomes (continued)

Global Citizenship

Students will be able to:

GC–2.5
a. demonstrate curiosity about other languages and cultures

Strategies

Students will be able to:

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   • learn short rhymes or songs, incorporating new vocabulary or sentence patterns
   • associate new words or expressions with familiar ones, either in Ukrainian or in your own language

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   • work cooperatively with peers in small groups
   • be willing to take risks and to try unfamiliar tasks and approaches

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   • make connections between texts on the one hand and prior knowledge and personal experience on the other
   • infer probable meanings of unknown words or expressions from contextual clues
   • summarize information gathered

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   • take part in group decision-making processes
   • be willing to take risks and to try unfamiliar tasks and approaches
Activity 1

Танцюймо / Let’s Dance

Working in groups of two or three, students select a popular style of dance from a region in Ukraine. Using digital recording software, students create an instructional video of how to dance that dance. The video will involve dance steps and a brief explanation of why students like the dance. Students could also be challenged to present a brief history of the dance.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

Selected Supporting outcomes

Students will be able to:

A–6.3
a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance

LC–4.5
a. use appropriate nonverbal behaviours in a variety of familiar contexts

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
  • work cooperatively with peers in small groups
  • be willing to take risks and to try unfamiliar tasks and approaches
Activity 1 (continued)

Materials

Digital recording software.
Recording equipment.

Prerequisite Knowledge

How to dance in a style from a Ukrainian region.

Sample Vocabulary

лівий / left
стопа / foot
правий / right
зі сторони в сторону / from side-to-side
рухатися / move
ритм / rhythm
крок / step
крок за кроком / step-by-step

Evaluation Tools

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use social and affective strategies, inquire about and express emotions, and identify and use Ukrainian for personal enjoyment.

Outcomes

A–2.2a
A–6.3a
GC–3.1a
S–1.3a

Rubric

Create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use appropriate nonverbal behavior and provide information on several aspects of Ukrainian culture that are of personal interest.

Outcomes

A–1.1a
LC–4.5a
GC–3.1a
<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
<th>Наступного разу я …</th>
</tr>
</thead>
<tbody>
<tr>
<td>• express my emotions and feelings about the dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use the language for personal enjoyment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify aspects of Ukrainian culture that are of personal interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• work cooperatively with peers in a small group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• take risks and try unfamiliar tasks and approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Коментарі

Я добре зробив/зробила: ________________________________

________________________

Деякі поради для наступного разу: ________________________________

________________________
# Танцюймо! / Let’s Dance: Rubric

<table>
<thead>
<tr>
<th>Критерій:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Рівень</td>
</tr>
<tr>
<td>A–1.1</td>
</tr>
<tr>
<td>a.</td>
</tr>
<tr>
<td>LC–4.5</td>
</tr>
<tr>
<td>a.</td>
</tr>
<tr>
<td>GC–3.1</td>
</tr>
<tr>
<td>a.</td>
</tr>
</tbody>
</table>

### Work habits

- □ worked independently
- □ worked with minimal assistance
- □ worked with some assistance
- □ required constant supervision and assistance
Activity 2

Мій улюбленний художник / My Favourite Painter

Place students into pairs and present them with a list of Ukrainian. Students explore some of the works of the painters and choose one work that appeals to them. Use a computer graphics program to create a reasonable facsimile with the students and include a description of the work by the students.

Sample Text
На картині “Селянська родина” Тараса Шевченка зображено сім’ю: матір, батька, сина та діда. Вони сидять біля хати і розмовляють. / In the painting, “A Village Family,” by Taras Shevchenko, there is a family (mother, father, son and grandfather). They are sitting beside their house and are talking.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–5.1
a. ask questions to gain knowledge and clarify understanding

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

Selected Supporting outcomes

Students will be able to:

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- infer probable meanings of unknown words or expressions from contextual clues
- summarize information gathered

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Activity 2 (continued)

Materials

List of Ukrainian painters (See A–5, Activity 2 for a list if artists).

Prerequisite Knowledge

None required.

Sample Vocabulary

колір / colour  
тема / theme  
дійові особи / characters  
думка / opinion  
художник / artist  
тінь / shadow  
простір / space  
баланс / balance  
яскравий / bright  
матовий / dim  
щасливий / happy  
сумний / sad

Evaluation Tools

Tool 1
Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use interpretive strategies, express meaning verbally and nonverbally, inquire about and express emotions, and identify aspects of Ukrainian culture that are of personal interest.

Outcomes
A–2.2a  
GC–3.1a  
LC–3.4a  
S–2.2a

Tool 2
Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to ask questions, identify aspects of Ukrainian culture that are of personal interest, express meaning verbally and nonverbally, and use interpretive strategies.

Outcomes
A–5.1a  
GC–3.1a  
LC–3.4a  
S–2.2a
Ім'я: ___________________________  Дата: ___________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
</tr>
</thead>
<tbody>
<tr>
<td>inquire about and express feelings regarding famous paintings</td>
<td>•●●●●●●●●●●●●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify aspects of the paintings of Ukrainian artists that are of personal interest</td>
<td>•●●●●●●●●●● ●●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>express meaning through the use of visual pictures, drawings or sketches</td>
<td>●●●●●●●●●●●●●●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand what certain words or expressions probably mean based on context</td>
<td>●●●●●●●●●●●●●●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Коментарі

Я добре зробив/зробила: _______________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Наступного разу я: _______________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Мій улюблений художник / My Favourite Painter:
Rating Scale

Ім'я: ____________________   Дата: ____________________

Я можу:

A–5.1
a. ask questions to gain knowledge and clarify understanding

Chudo  Dushe dobre  Dostatno  Obmежeno

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   • infer probable meanings of unknown words or expressions from contextual clues
   • make connections between texts on the one hand and prior knowledge and personal experience on the other
   • make connections between visuals on the one hand and prior knowledge and personal experience on the other

Коментарі

Ти добре зробив/зробила: __________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Деякі поради для наступного разу: ______________________________________________

____________________________________________________________________________
Students work with a partner and choose a country outside of North America. Students search for music of any genre from their chosen country, identify a song they like, and learn something about the song, singer/group and/or composer. Students compile their songs and commentary and create a podcast that other students can access and enjoy. Commentary could be in either English or Ukrainian, and teachers should be aware of copyright issues. In place of the actual song, students could present their own version.

**Specific Outcomes**

**Selected Principal outcomes**

*Students will be able to:*

- **A–1.1**
  - a. provide information on several aspects of a topic

- **GC–3.2**
  - a. identify aspects of different cultures that are of personal interest

**Selected Supporting outcomes**

*Students will be able to:*

- **GC–2.5**
  - a. demonstrate curiosity about other languages and cultures

- **LC–5.2**
  - a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals

- **S–1.1**
  - a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
    - learn short rhymes or songs, incorporating new vocabulary or sentence patterns
    - associate new words or expressions with familiar ones, either in Ukrainian or in your own language
Activity 3 (continued)

Materials

Microphone and recording device.

Prerequisite Knowledge

None required.

Sample Vocabulary

None required.

Evaluation Tools

1. Learning Log

After finding an international song they like and researching it, have the students reflect on their learning and on how well they were able to recognize different text forms and provide information on aspects of the music of different cultures that are of personal interest. Students could use the following sentence starters.

- I learned about and gave information on …
- A good reason for learning other languages was …
- I got my information on musical groups from …

OUTCOMES

A–1.1a
GC–3.2a
LC–5.2a

2. Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use cognitive strategies and demonstrate curiosity about the music of different cultures that are of personal interest.

OUTCOMES

GC–2.5a
GC–3.2a
S–1.1a
### Світове радіо / World Radio:
Rating Scale

<table>
<thead>
<tr>
<th>Ім'я: ___________________________</th>
<th>Дата: ___________________________</th>
</tr>
</thead>
</table>

#### Ти можеш:

<table>
<thead>
<tr>
<th>GC–2.5 a. demonstrate curiosity about other languages and cultures</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC–3.2 a. identify aspects of different cultures that are of personal interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S–1.1 a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• learn short rhymes or songs, incorporating new vocabulary or sentence patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• associate new words or expressions with familiar ones, either in Ukrainian or in your own language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Коментарі

Ти добре зробив/зробила: ___________________________

__________________________________________________

__________________________________________________

__________________________________________________

Деякі поради для наступного разу: ___________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________
Віртуальна виставка / Virtual Exhibition

Lead a brief discussion about sculptures and brainstorm any sculptures students may be familiar with. Present photographs of a few famous sculptures done by artists around the world. Working in pairs, students research and select a famous sculpture they like regardless of country of origin or date. Students write a brief description of the sculpture. Students compile the visuals of all the sculptures described along with their summaries, organize the descriptions into an electronic slide show, and invite other classes to view the virtual art exhibition.

Sample Text
Скульптура Родена "Мислитель" є дуже відомою і популярною. Це фігура чоловіка. Він сидить, підтримуючи рукою підборіддя. Скульптура є бронзою. / The sculpture, “The Thinker,” by Rodin is very famous and popular. It is a figure of a man. He sits with his chin on his hand. It is bronze.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1  
a. provide information on several aspects of a topic

A–2.2  
a. inquire about and express emotions and feelings in a variety of familiar contexts

Selected Supporting outcomes

Students will be able to:

S–3.3  
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  • take part in group decision-making processes
  • be willing to take risks and to try unfamiliar tasks and approaches

GC–3.2  
a. identify aspects of different cultures that are of personal interest
Activity 4 (continued)

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

матеріали / material  
бронза / bronze  
великий / large  
малий / small  
сильний / strong

метал / metal  
дерево / wood  
скульптор / sculptor  
вирізувати / to carve  
форма / to mold

Evaluation Tools

Learning Log

After researching sculptures and creating the virtual art gallery, have the students reflect on their learning and on how well they were able to inquire about and express emotions, identify aspects of different cultures that are of personal interest, and use social and affective strategies. Students could use the following sentence starters.

- Some social and affective strategies that worked for me are …
- I liked this sculpture because…
- When my group put together the slide show, I …

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to provide information, identify aspects of different cultures that are of personal interest, and use social and affective strategies.
### Віртуальна виставка / Virtual Exhibition:
#### Checklist and Comments

<table>
<thead>
<tr>
<th>Ім'я:</th>
<th>Дата:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. provide information on several aspects of a topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GC–3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. identify aspects of different cultures that are of personal interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S–3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• take part in group decision-making processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• be willing to take risks and to try unfamiliar tasks and approaches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Коментарі**

Ти добре зробив/зробила: ________________________________
______________________________
______________________________

Ти можеш покращити: ________________________________
______________________________
______________________________
Визначна архітектура / Famous Architecture

Lead the class in a brief discussion of architecture and why it is considered an art form. Present visuals of some examples of famous architecture. Organize students in pairs. Students choose one of the architecture examples and then research and develop a short report; e.g., name, location, architect, style and why they like it. Post visuals and distribute copies of the reports to students. Students circulate and match the visuals to the written reports.

Sample Text
Ейфелева вежа знаходиться в Парижі. Вона збудована 112 років тому. Густав Ейфел був конструктором та інженером. Вежа є найвищою спорудою у Парижі, її висота — 324 метрів. Щороку багато туристів відвідують Ейфелеву вежу. / The Eiffel Tower is in Paris. It is 112 years old. Gustave Eiffel was the designer and engineer. It is the tallest building in Paris with 324 metres. Many tourists visit the Eiffel Tower every year.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

GC–3.2
a. identify aspects of different cultures that are of personal interest

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

GC–2.5
a. demonstrate curiosity about other languages and cultures

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   • summarize information gathered
   • infer probable meanings of unknown words or expressions from contextual clues
Activity 5 (continued)

Materials

Photographs of famous architecture research tools for students.

Prerequisite Knowledge

None required.

Sample Vocabulary

проектувати / to design  будівництво / construction
конструювати / to construct  художник / artist
будувати / building  освітлювати / lighting
структура / structure  всередині / interior
матеріали / materials  ззовні / exterior

Evaluation Tools

Tool 1 Learning Log

After researching and learning about famous architecture, have the students reflect on their learning and on how well they were able to identify aspects of different cultures that are of personal interest and provide information about these aspects, understand information provided by others and demonstrate curiosity about other cultures. Students could use the following sentence starters.

- The piece of architecture that I liked best was …
- I would like to learn more about the culture of …
- I found information on architecture in …

Tool 2 Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use interpretive strategies, identify aspects of the architecture of different cultures that are of personal interest, and inquire about and express emotions and feelings.

Outcomes

A–1.1a
GC–2.5a
GC–3.2a
LC–3.1a
A–2.2a
GC–3.2a
S–2.2a
Визначна архітектура / Famous Architecture:
Peer-assessment Checklist

Ім'я: __________________________ Дата: __________________________
Ім'я однокласника/однокласниці: __________________________

<table>
<thead>
<tr>
<th>Мій однокласник/моя однокласниця може:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>• express his or her feelings and opinions about famous architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrate curiosity about other cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify aspects of the architecture of different cultures that are of personal interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• summarize information he or she gathered through research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• infer what unknown words or expressions probably meant from the sentence or text they are in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Коментарі

У твоїй вправі мені сподобалося: _______________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Деякі поради моєму партнеру: _______________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Strategies Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Strategies: Students will know and use strategies to maximize the effectiveness of learning and communication.

S–1: Вивчення мови / Learning a Language
Activity 1: Українська мова в моїй хаті / Ukrainian in My House
Activity 2: Фотографії людського тіла / Photographs of the Human Body
Activity 3: Ведучий ток-шоу / Talk Show Host
Activity 4: Пісні та рухи / Songs and Movements
Activity 5: Фрази / Phrasebook
Activity 6: Шаради / Charades

S–2: Мова і спілкування / Language and Communication
Activity 1: Сімейні традиції однокласників / Our Classmates’ Family Traditions
Activity 2: Слово за словом / Word-by-Word
Activity 3: Стратегії знаходження інформації / Strategies and Fashion
Activity 4: Опис твору мистецтва / Descriptions of Art
Activity 5: Складний текст / A Difficult Text

S–3: Загальне вивчення / General Learning
Activity 1: Класифікація слів / Eating Out and Food Words
Activity 2: Здоровий спосіб життя / A Healthy Life
Activity 3: Де я вчусь вдома / Where I Study at Home
Activity 4: Страх сцени / Stage Fright
Activity 5: Обговорення тексту / Summarizing a Text
Specific Outcomes

Students will be able to:

S–1.1a identify and use a variety of cognitive strategies to enhance language learning; e.g.,
- seek opportunities outside of class to practise and observe
- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes and songs, incorporating new vocabulary or sentence patterns
- group together sets of things—vocabulary, structures—with similar characteristics

S–1.2a identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
- rehearse or role-play language
- evaluate your performance or comprehension at the end of a task

S–1.3a identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- work cooperatively with peers in small groups
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- seek the assistance of a friend to interpret a text

Other Specific Outcomes

Applications

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.1
a. inquire about and express agreement/disagreement

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

A–3.1
a. make a suggestion in a variety of situations
b. respond to a suggestion in a variety of situations

A–3.3
a. check for agreement and understanding

A–3.3
b. express disagreement in an appropriate way

A–5.4
a. provide reasons for their opinions

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

A–6.2
a. use Ukrainian creatively and for aesthetic purpose; e.g., experiment with the sounds and rhythms of the language

A–6.3
a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance
**Language Competence**

Students will be able to:

**LC–1.2**
- a. recognize and use spelling rules and mechanical conventions correctly with familiar words
- b. use handwriting for written communication

**LC–3.2**
- a. produce a variety of short, simple written texts in guided situations

**LC–3.4**
- a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

**LC–4.2**
- a. use learned idiomatic expressions correctly in familiar contexts

**LC–5.2**
- a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals

**Global Citizenship**

Students will be able to:

**GC–1.2**
- a. explore some elements of Ukrainian culture beyond their immediate community

**GC–1.3**
- a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

**GC–3.1**
- a. identify aspects of Ukrainian culture that are of personal interest
**Activity 1**

Українська мова в моїй хаті / Ukrainian in My House

Lead a brief discussion with students about getting “the bumps” on their birthday and on how our present culture(s) incorporate elements from other cultures; e.g., *Pysanky*. Working individually, students consider traditions they have with family and how they could incorporate Ukrainian traditions. Students could suggest singing “Happy Birthday” in Ukrainian, or learning phrases for inclusion in holiday greeting cards. Lead a discussion, with students, and compile the list of Ukrainian on the board.

Sample Text

Бажаємо тобі многих літ з нагоди твоїх уродин. / We wish you a marvellous birthday. Especially for you on your birthday.

**Specific Outcomes**

**Selected Principal outcomes**

A–3.1
a. make a suggestion in a variety of situations

A–3.1
b. respond to a suggestion in a variety of situations

A–6.3
a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   - seek opportunities outside of class to practise and observe

**Selected Supporting outcomes**

GC–1.3
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

**Students will be able to:**
Activity 1 (continued)

Materials

The words to “Happy Birthday” in Ukrainian.

Prerequisite Knowledge

Students should be familiar with typical family traditions.

Sample Vocabulary

<table>
<thead>
<tr>
<th>Ukrainian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>забава</td>
<td>party</td>
</tr>
<tr>
<td>пісня</td>
<td>song</td>
</tr>
<tr>
<td>танець</td>
<td>dance</td>
</tr>
<tr>
<td>співати</td>
<td>to sing</td>
</tr>
<tr>
<td>картка</td>
<td>card</td>
</tr>
<tr>
<td>гра</td>
<td>game</td>
</tr>
</tbody>
</table>

Evaluation Tools

1. **Long-term Goal Setting**
   
   Have the students set goals for using cognitive strategies and the Ukrainian language for fun.
   
   - A–6.3a
   - S–1.1a

2. **Rating Scale**
   
   Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess if students are able to make and respond to suggestions, apply knowledge of elements of Ukrainian culture and use cognitive strategies.
   
   - A–3.1a
   - A–3.1b
   - GC–1.3a
   - S–1.1a
Українська мова в моїй хаті / Ukrainian in My House: Long-Term Goal Setting

Ім'я: ___________________________  Дата: ___________________________

Goal No. 1:

By the end of this term, I would like to be able to use Ukrainian in the following situations: _____

________________________________________________________________________

To achieve this goal I will: _____________________________________________

________________________________________________________________________

My teacher can help me by: _____________________________________________

________________________________________________________________________

My parents can help me by: _____________________________________________

________________________________________________________________________

Goal No. 2:

I will enjoy Ukrainian if, by the end if the term, I am able to: _____________________________

________________________________________________________________________

To achieve this goal I will: _____________________________________________

________________________________________________________________________

My teacher can help me by: _____________________________________________

________________________________________________________________________

My parents can help me by: _____________________________________________

________________________________________________________________________
Українська мова в моїй хаті / Ukrainian in My House: Rating Scale

Ім’я: ___________________________ Дата: ___________________________

Ти можеш:

A–3.1
a. make a suggestion in a variety of situations

A–3.1
b. respond to a suggestion in a variety of situations

GC–1.3
a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g., • seek opportunities outside of class to practise and observe

Чудово Дуже добре Достатньо Обмежено

Коментарі

Ти добре зробив/зробила: ___________________________

_________________________________________________

_________________________________________________

Час від часу ти мав/мала труднощі з: ___________________________

_________________________________________________

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Activity 2

Фотографії людського тіла / Photographs of the Human Body

Working in groups of two to three, students discuss and plan how they will produce a visual display of the human body using photographs. Students decide what the display will look like; e.g., how big it will be, what size of photographs to use, and how the photographs will be arranged. Students use a (digital) camera to take photographs, assemble the display and then evaluate their finished work.

Sample Text
Голова має бути тут. Я збираюся використати фотографію Віталія Кличка. Тіло має бути великим і мускулистим. Ми маємо також показати інші частини тіла. / The head has to be here. I am going to use a photo of Vitaly Klichko. The body has to be big and masculine. We have to indicate the parts of the body as well.

Variation
Students can use various drawings or magazine pictures instead of photographs.

Specific Outcomes

Selected Principal outcomes

A–3.3
a. check for agreement and understanding

A–3.3
b. express disagreement in an appropriate way

Students will be able to:

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- work cooperatively with peers in small groups
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises

Selected Supporting outcomes

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

Students will be able to:
Activity 2  (continued)

Materials

Digital camera, photograph paper and printer.

Prerequisite Knowledge

How to use a digital camera.

Sample Vocabulary

плече / shoulder  шия / neck
тіло / the body  нога / leg
голова / the head  тірс / torso
рука / arm/hand  горло / throat
стопа / foot  стоня / foot

Evaluation Tools

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to determine if students are able to check for and express agreement and disagreement, express meaning verbally and nonverbally, and use a variety of social and affective strategies.

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to make and respond to suggestions, express meaning verbally and nonverbally, and use a variety of social and affective strategies.
Фотографії людського тіла / Photographs of the Human Body: Checklist and Comments

Ім'я: ____________________________  Дата: ____________________________

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<tr>
<th>Ти можеш:</th>
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<tr>
<td>A–3.3</td>
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<tr>
<td>a. check for agreement and understanding</td>
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<tr>
<td>A–3.3</td>
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<td>b. express disagreement in an appropriate way</td>
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<td>LC–3.4</td>
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<tr>
<td>a. express meaning through verbal and nonverbal communication in a variety of media in guided situations</td>
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<tr>
<td>S–1.3</td>
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<tr>
<td>a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,</td>
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<tr>
<td>• work cooperatively with peers in small groups</td>
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<tr>
<td>• participate actively in brainstorming and conferencing as prewriting and postwriting exercises</td>
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Коментарі

Ти добре зробив/зробила: ________________________________________________
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Деякі поради для наступного разу: ______________________________________
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Фотографії людського тіла / Photographs of the Human Body: Peer-assessment Checklist

Ім’я: ___________________________ Дата: ________________________
Ім’я однокласника/однокласниці: ______________________________

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<tr>
<th>Ім’я можеш:</th>
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<tr>
<td>• check for agreement and understanding</td>
<td></td>
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<tr>
<td>• express disagreement appropriately</td>
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<tr>
<td>• express meaning through the use of photographs</td>
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<tr>
<td>• work with others to solve problems and get feedback on tasks</td>
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<tr>
<td>• participate actively in brainstorming and discussion as prewriting and postwriting exercises</td>
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Коментарі

У твоїй роботі мені найбільше сподобалося: __________________________
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____________________________________________________________________
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Деякі поради для покращення: __________________________
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**Activity 3**

**Ведучий ток-шоу / Talk Show Host**

Lead a brief discussion with students on friendship and what it means to them. Then, working in groups of four or five, students prepare a script for a talk show in which the host interviews people and discusses the meaning of friendship with them. Once students have rehearsed their script enough, they film the show and present it to the class.

**Specific Outcomes**

- **Selected Principal outcomes**

  Students will be able to:

  - **A–2.2**
    
    a. inquire about and express emotions and feelings in a variety of familiar contexts

  - **A–5.4**
    
    a. provide reasons for their opinions

  - **S–1.2**
    
    a. identify and use metacognitive strategies to enhance language learning; e.g.,
    - rehearse or role-play language
    - evaluate your performance or comprehension at the end of a task

- **Selected Supporting outcomes**

  Students will be able to:

  - **A–3.3**
    
    a. check for agreement and understanding
Activity 3 (continued)

Materials

Video camera (digital) and television/projector.

Prerequisite Knowledge

Students should be familiar with the format of a talk show.

Sample Vocabulary

чесний / honest
dружба / friendship
питати / to ask
gість / guest
tовариш / companion
вітаємо / welcome

знайомий/а / acquaintance
програма / show
підтримувати / to support
мати задоволення / to have fun

Evaluation Tools

1 Peer-assessment Checklist

Create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to use metacognitive strategies and provide reasons for their opinions on an issue.

2 Anecdotal Notes

Observe the students as they prepare their scripts and film their videos. Record anecdotal notes on the extent to which students are able to use metacognitive strategies, inquire about and express emotions, and check for agreement and understanding.
Ведучий ток-шоу / Talk Show Host: Peer-assessment Checklist

Ім'я: ___________________________ Дата: ___________________________
Ім'я однокласника/однокласниці: ___________________________

<table>
<thead>
<tr>
<th>Мій партнер може:</th>
<th>Так</th>
<th>Ще ні</th>
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</thead>
<tbody>
<tr>
<td>• provide reasons for his/her opinions on the idea of friendship</td>
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<td>• rehearse or role-play language</td>
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<td>• evaluate his/her performance at the end of the task</td>
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Коментарі

Ти добре зробив/зробила: ______________________________________________________
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Деякі поради для покращення: _______________________________________________
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Ведучий ток-шоу / Talk Show Host: Anecdotal Notes

Дата: __________________________

Критерії:
A–2.2a  inquire about and express emotions and feelings in a variety of familiar contexts
A–3.3a  check for agreement and understanding
S–1.2a  identify and use metacognitive strategies to enhance language learning; e.g.,
• evaluate your performance or comprehension at the end of the task
• rehearse or role-play language

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
<th>Коментарі</th>
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<tbody>
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Activity 4

Пісні та рухи / Songs and Movements

Select an appropriate Ukrainian song and present it to the class as a cloze activity. Once all the lyrics have been found and understood, place students into small groups. Students will analyze the song and brainstorm actions and gestures that would fit with the lyrics. Groups present their ideas to the class. Encourage students to sing and act out the song. Discuss, in English or Ukrainian, which strategies were effective and which were not.

Sample Text
Ой, у вишневому садочку, там соловейко щебетав. / Oh, in the cherry orchard, the nightingale sang.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.1
a. make a suggestion in a variety of situations
b. respond to a suggestion in a variety of situations

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
• listen attentively
• perform actions to match words of a song, story or rhyme
• learn short rhymes and songs, incorporating new vocabulary or sentence patterns

Selected Supporting outcomes

Students will be able to:

A–2.1
a. inquire about and express agreement/disagreement

A–6.3
a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest
Activity 4 (continued)

Materials

Ukrainian pop song and lyrics in cloze form.

Prerequisite Knowledge

None required.

Sample Vocabulary

жест / gesture
пісня / song
слова / lyrics
значення / meaning

Evaluation Tools

1. Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use cognitive strategies, make and respond to suggestions, and identify and use aspects of Ukrainian culture that are of personal interest. Encourage students to set goals for future learning.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>A–3.1a</td>
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<tr>
<td>A–3.1b</td>
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<tr>
<td>A–6.3a</td>
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<tr>
<td>GC–3.1a</td>
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<tr>
<td>S–1.1a</td>
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</tbody>
</table>

2. Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to inquire about and express agreement and disagreement, and use cognitive strategies.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>A–2.1a</td>
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<td>S–1.1a</td>
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</tbody>
</table>
### Пісні та рухи / Songs and Movements: Self-assessment Checklist and Goal Setting

Ім’я: ___________________________ Дата: ___________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Так</th>
<th>Ще ні</th>
<th>Наступного разу я …</th>
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<tbody>
<tr>
<td>• make and respond to suggestions regarding song lyrics and gestures</td>
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<tr>
<td>• use the language for personal enjoyment</td>
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<tr>
<td>• identify parts of Ukrainian songs that are of personal interest</td>
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<tr>
<td>• listen attentively to a song</td>
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<tr>
<td>• perform actions to match the words of a song</td>
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<tr>
<td>• learn songs using new vocabulary or sentence patterns</td>
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Коментарі

Я добре зробив/зробила: ____________________________________________
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Я буду працювати над наступним: ____________________________________
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_________________________________________________________________
Пісні та рухи / Songs and Movements:
Observation Checklist

Дата: ____________________________

Критерій:
A–2.1a inquire about and express agreement/disagreement
S–1.1a identify and use a variety of cognitive strategies to enhance language learning; e.g.,
  • listen attentively
  • perform actions to match words of a song, story or rhyme
  • learn short rhymes and songs, incorporating new vocabulary or sentence patterns

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<th>Учні</th>
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<td>S–1.1a “learn”</td>
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</table>
Фрази / Phrasebook

Ask students to reflect on any family traditions that involve the writing of greeting cards or postcards. Students compile a list of useful expressions in Ukrainian into a “greeting or postcard dictionary.” Expressions, phrases and words should correspond to a variety of holidays, traditions and vacation settings. Encourage students to handwrite the expressions.

Sample Text
Веселих свят та щасливого Нового року! / Season’s Greetings and Happy New Year. Христос Воскрес! / Christ is risen!

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–6.2
a. use Ukrainian creatively and for aesthetic purpose; e.g., experiment with the sounds and rhythms of the language

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–4.2
a. use learned idiomatic expressions correctly in familiar contexts

Students will be able to:

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
• group together sets of things—vocabulary, structures—with similar characteristics

Selected Supporting outcomes

LC–1.2
a. recognize and use spelling rules and mechanical conventions correctly with familiar words

LC–1.2
b. use handwriting for written communication

GC–1.2
a. explore some elements of Ukrainian culture beyond their immediate community
Activity 5 (continued)

Materials
None required.

Prerequisite Knowledge
Typical format for dictionaries.

Sample Vocabulary
іменник / noun
dієслово / verb
алфавітний / alphabetical

вислів / expression
dень народження / birthday
свято / holiday

Evaluation Tools

Learning Log
After compiling their phrasebook/dictionary of useful expressions, have the students reflect on their learning and on how well they were able to use cognitive strategies, use handwriting for communication, list phrases and idiomatic expressions, explore elements of Ukrainian culture and use Ukrainian creatively and for aesthetic purposes. Some sample sentence starters are the following.

- The idiomatic expression I found most interesting was …
- My phrasebook is a little different from the others in that …
- I organized my phrasebook …

Rating Scale
Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use cognitive strategies, use Ukrainian creatively and for aesthetic purposes, recognize and use spelling rules and handwrite their greeting cards.
Фрази / Phrasebook: Rating Scale

Ім'я: ___________________________ Дата: ___________________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
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<tbody>
<tr>
<td>A–6.2 a. use Ukrainian creatively and for aesthetic purpose; e.g., experiment with the sounds and rhythms of the language</td>
<td>● ● ● ● ●</td>
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<td>● ● ● ●</td>
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<tr>
<td>LC–1.2 a. recognize and use spelling rules and mechanical conventions correctly with familiar words</td>
<td>● ● ● ●</td>
<td>● ● ● ●</td>
<td>● ● ● ●</td>
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<td>LC–3.2 a. produce a variety of short, simple written texts in guided situations</td>
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<td>● ● ● ●</td>
<td>● ● ● ●</td>
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<tr>
<td>S–1.1 a. identify and use a variety of cognitive strategies to enhance language learning; e.g., ● group together sets of things—vocabulary, structures—with similar characteristics</td>
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Коментарі

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Activity 6

Шаради / Charades

From the Internet or a travel agency, collect a variety of travel brochures from Ukraine. Randomly distribute the brochures to students. In groups, students read the brochures and identify activities one would do while travelling in that country. Groups act out the activities and classmates guess what the activities are. Assign a recorder to write down the activities presented.

Sample Text
У Криму багато пляжів, де можна загоряти і купатися. / In the Crimea, there are many beaches where you can suntan and swim.

Specific Outcomes

Students will be able to:

Selected Principal outcomes

A–6.1
a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour

S–1.3
a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
   • work cooperatively with peers in small groups
   • seek the assistance of a friend to interpret a text

Selected Supporting outcomes

A–1.1
a. provide information on several aspects of a topic
Activity 6 (continued)

Materials

Travel brochures.

Prerequisite Knowledge

How to play charades.

Sample Vocabulary

турист / tourist
загар / suntan
за покупками / shopping

листівка / postcard
музей / museum
аеропорт / airport

Evaluation Tools

1. Observation Checklist

Create an outcome-based checklist and share it with the students before they perform their charades. Use the checklist to assess if students are able to use Ukrainian for fun and use social and affective strategies.

2. Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to provide information, use Ukrainian for fun and use social and affective strategies.
### Шаради / Charades: Observation Checklist

**Дата:** ____________________________

**Критерій:**
A–6.1a use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour  
S–1.3a identify and use a variety of social and affective strategies to enhance language learning; e.g.,  
- work cooperatively with peers in small groups  
- seek the assistance of a friend to interpret a text

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<td>S–1.3a “work”</td>
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<td>S–1.3a “seek”</td>
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<td>A–6.1a</td>
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<td>S–1.3a “work”</td>
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</table>
Шаради / Charades: Self-assessment Rating Scale

Ім'я: ___________________________  Дата: ___________________________

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<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
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<tbody>
<tr>
<td>provide information on several aspects of tourism in Ukraine</td>
<td>●</td>
<td>● ● ● ● ● ●</td>
<td>● ● ● ● ●</td>
<td>● ● ● ● ●</td>
</tr>
<tr>
<td>use Ukrainian for fun</td>
<td>●</td>
<td>● ● ● ● ● ●</td>
<td>● ● ● ● ●</td>
<td>● ● ● ● ●</td>
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<tr>
<td>work cooperatively with classmates in a small group</td>
<td>●</td>
<td>● ● ● ● ● ●</td>
<td>● ● ● ● ●</td>
<td>● ● ● ● ●</td>
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<tr>
<td>get help from a friend to understand a text</td>
<td>●</td>
<td>● ● ● ● ● ●</td>
<td>● ● ● ● ●</td>
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Коментарі

Я добре зробив/зробила: ____________________________________________

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Час від часу я мала труднощі з: ______________________________________

____________________________________________________________________

____________________________________________________________________

Наступного разу я: ________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Specific Outcomes

Students will be able to:

S–2.1a identify and use a variety of interactive strategies to enhance language use; e.g.,
- self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що …, Я намагалася сказати, що …
- ask follow-up questions to check for understanding
- acknowledge being spoken to
- invite others into the discussion
- use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг для вішак

S–2.2a identify and use a variety of interpretive strategies to enhance language use; e.g.,
- use skimming and scanning to locate key information in texts
- use key content words or discourse markers to follow an extended text
- use knowledge of the sound–symbol system to aid reading comprehension

S–2.3a identify and use a variety of productive strategies to enhance language use; e.g.,
- revise and correct final versions of texts
- use knowledge of sentence patterns to form new sentences
- use words that are visible in the immediate environment
- use illustrations to provide detail when producing your own texts

Other Specific Outcomes

Applications

Students will be able to:

A–1.1 a. provide information on several aspects of a topic

A–3.2 a. state personal actions in a variety of situations

A–3.3 a. check for agreement and understanding

A–5.1 a. ask questions to gain knowledge and clarify understanding

A–6.2 a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
Language Competence

Students will be able to:

LC–1.4
a. use, in modelled situations, the following grammatical elements:
   • pronouns (interrogative): (хто, що, який, скільки)

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

LC–3.2
a. produce a variety of short, simple written texts in guided situations

LC–3.3
a. derive meaning from visual elements of a variety of media in guided situations

LC–5.1
b. interpret simple references within texts; e.g., pronouns

Global Citizenship

Students will be able to:

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

Strategies

Students will be able to:

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   • make personal dictionaries
   • group together sets of things—vocabulary, structures—with similar characteristics
Advise students that they will be interviewing one another on the topic of family traditions. Brainstorm with students a list of questions they could ask one another. Provide some time for students to prepare answers to these questions. Assign some students to play the role of interviewer/reporter. Reporters circulate through the class and ask students questions about their family traditions. Responses can be true or made up. Once all students have been interviewed, reporters present their findings to the class, in whatever way they see fit; e.g., statistical analysis, news report, pictionary.

Sample Questions
- Яка твоя улюблена сімейна традиція? / What is your favourite family tradition?
- Чи тобі подобається проводити багато часу з твоєю сім’єю? / Do you like to spend a lot of time with your family?
- Що ти любиш робити зі своєю сім’єю під час свят? / What do you like to do with your family when it is a holiday?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–3.2
a. state personal actions in a variety of situations

A–5.1
a. ask questions to gain knowledge and clarify understanding

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що ...., Я намагалася сказати, що ...., Я мала на увазі те, що ....
   • ask follow-up questions to check for understanding

Selected Supporting outcomes

Students will be able to:

LC–1.4
a. use, in modeled situation, the following grammatical elements:
   • pronouns (interrogative): (хто, що, скільки, котрий)

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary
Activity 1 (continued)

Materials

None required.

Prerequisite Knowledge

Basic structure of questions.

Sample Vocabulary

Я хочу сказати, що / I want to say that
Краще сказати / better said
Можливо / perhaps

Evaluation Tools

**Learning Log**

After conducting interviews regarding family traditions, have the students reflect on their learning and on how well they were able to use interactive strategies and state personal actions while managing routine conversations. Students could use the following sentence starters.

- Effective interactive strategies for me were …
- When I had to converse in Ukrainian with my classmates, I …
- Examples of follow-up questions I asked were …

**Anecdotal Notes**

Observe the students as they conduct interviews regarding family traditions. Record anecdotal notes on the extent to which students are able to use interactive strategies, ask questions, state personal actions, and use specific grammatical elements.
Сімейні традиції однокласників /
Our Classmates’ Family Traditions: Anecdotal Notes

Дата: ____________________

Критерій:
A–5.1a ask questions to gain knowledge and clarify understanding
LC–1.4a use, in modelled situations, the following grammatical elements:
  • pronouns (interrogative): (хто, що, скільки, котрий)
S–2.1a identify and use a variety of interactive strategies to enhance language use; e.g.,
  • self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що …, Я
    намагалася сказати, що …, Я мала на увазі те, що …
  • ask follow-up questions to check for understanding

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<td>S–2.1a “ask follow-up questions”</td>
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Divide the class into groups of five or six. Provide each group with big sheets of paper and large colour markers. Students write a composition describing a typical weekend with their friends. One student begins with writing one word, then passes the pen to another group member, who adds another word. If a student cannot think of a word, a drawing can be made instead (this can only be done once per student). Once the groups are satisfied with the finished compositions, the sheets of paper are posted for display.

### Specific Outcomes

#### Selected Principal outcomes

**A–3.2**
- state personal actions in a variety of situations

**A–6.2**
- use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

#### Selected Supporting outcomes

**A–3.3**
- check for agreement and understanding

**S–2.1**
- identify and use a variety of interactive strategies to enhance language use; e.g.,
  - acknowledge being spoken to
  - invite others into the discussion
  - use circumlocution to compensate for lack of vocabulary; e.g., те, на що вишають одяг для вішак

**S–2.3**
- identify and use a variety of productive strategies to enhance language use; e.g.,
  - revise and correct final versions of texts
  - use knowledge of sentence patterns to form new sentences
Activity 2 (continued)

Materials

Big sheet of paper.
Large colour markers.

Prerequisite Knowledge

Basic sentence structure.

Sample Vocabulary

виєкенд / weekend
dрузі / friends
вечірка / party

іти кудись / to go out
dомашнє завдання / homework

Evaluation Tools

1. Peer-assessment Checklist

Create an outcome-based peer-assessment checklist with the students before they begin the activity. Students use the checklist to determine if their peers are able to check for agreement and understanding, use Ukrainian creatively and use interactive strategies.

Outcomes:
A–3.3a
A–6.2a
S–2.1a

2. Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess if students are able to use interactive and productive strategies, and state personal actions in a variety of situations.

Outcomes:
A–3.2a
S–2.1a
S–2.3a
### Слово за словом / Word-by-Word: Peer-assessment Checklist

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
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<tbody>
<tr>
<td>• check for agreement and understanding</td>
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<tr>
<td>• use the language creatively and for aesthetic purposes</td>
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<td>• invite others into the discussion</td>
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<tr>
<td>• find different ways to express an idea when the exact word is not known</td>
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**Коментарі**

Ти добр

Деякі пропозиції для покращення:

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### Слово за словом / Word-by-Word: Rating Scale

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<th>Дата: __________________________</th>
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<tbody>
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<td><strong>Ти можеш:</strong></td>
<td><strong>Чудово</strong></td>
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<tr>
<td>A–3.2</td>
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<tr>
<td>a. state personal actions in a variety of situations</td>
<td>⬜ ⬜ ⬜ ⬜ ⬜</td>
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<tr>
<td>S–2.1</td>
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</tbody>
</table>
| a. identify and use a variety of interactive strategies to enhance language use; e.g.,
  • invite others into the discussion
  • use circumlocution to compensate for lack of vocabulary; e.g., те, на що вишають одяг for вішак |
| S–2.3                            |            |                |                |               |
| a. identify and use a variety of productive strategies to enhance language use; e.g.,
  • revise and correct final versions of texts
  • use knowledge of sentence patterns to form new sentences |

### Коментарі

Ти добре зробив/зробила: __________________________
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Деякі пропозиції для наступного разу: __________________________
______________________________________________________________________________
______________________________________________________________________________

©Alberta Education, Alberta, Canada 2010
Стратегії знаходження інформації / Strategies and Fashion

Identify a current and appropriate text from a Ukrainian-language teen fashion magazine or other Ukrainian magazine, locate specific information that you would like students to find and prepare guiding questions. Provide each student with a text. Working alone, students read the text and use interpretive strategies to locate the information. Lead the class in a discussion in Ukrainian or in English on the text and the effectiveness of the strategies.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use;
   e.g.,
   • use skimming and scanning to locate key information in texts
   • use key content words or discourse markers to follow an extended text

Selected Supporting outcomes

Students will be able to:

LC–5.1
b. interpret simple references within texts;
   e.g., pronouns

GC–3.1
a. identify aspects of the Ukrainian culture that are of personal interest
Activity 3 (continued)

Materials

Text from Ukrainian-language magazine and guiding questions.

Prerequisite Knowledge

Students should be familiar with interpretive strategies.

Sample Vocabulary

одяг / clothing
популярний / popular
запитання / question

збирати / to skim
ключове слово / key word
роздивлятися / to scan

Evaluation Tools

Learning Log

After reading the text and answering the questions, have the students reflect on their learning and on how well they were able to use interpretive strategies, interpret simple references within the text and identify aspects of the Ukrainian fashion world that are of personal interest. Students could use the following sentence starters.

• I liked the way the Ukrainian fashion world …
• An effective interpretive strategy for me was to …
• What I found easy to understand was …
• What I found difficult to understand was …
• The next time I am faced with a difficult text I will …

Anecdotal Notes

Observe the students as they read the text and answer the questions. Record anecdotal notes on the extent to which students are able to provide information, understand short, simple written texts and use interpretive strategies.
Стратегії знаходження інформації / Strategies and Fashion:
Anecdotal Notes

Дата: ________________________________

Критерій:
A–1.1a provide information on several aspects of a topic
LC–3.1a understand a variety of short, simple written texts on familiar topics in guided and unguided situations
S–2.2a identify and use a variety of interpretive strategies to enhance language use; e.g.,
   • use skimming and scanning to locate key information in texts
   • use key content words or discourse markers to follow an extended text

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Activity

Опис твору мистецтва / Descriptions of Art

Provide students with two or three famous and colourful paintings by Ukrainian-speaking artists. Students select one work of art and analyze it. Students prepare a description of the painting that includes colour, materials, style, theme and what the student thinks is happening in the painting. Randomly select students to present their descriptions.

Sample Response
• Я бачу багато кольорів на цій картині: червоний, блакитний, жовтий, зелений. / I see many colours in this painting: red, blue, yellow and green.
• Тут зображено дві особи—жінку і чоловіка. / There are two people, a woman and a man.
• Вони гуляють у парку. / They are walking in a park.
• Я бачу сонце, кілька хмар і багато дерев. / I see the sun, some clouds and many trees.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

LC–3.3
a. derive meaning from visual elements of a variety of media in guided situations

GC–3.1
a. identify aspects of Ukrainian culture that are of personal interest

S–2.3
a. identify and use a variety of productive strategies to enhance language use; e.g.,
• use words that are visible in the immediate environment
• use illustrations to provide detail when producing your own texts

Selected Supporting outcomes

Students will be able to:

LC–3.2
a. produce a variety of short, simple written texts in guided situations
Activity 4 (continued)

Materials

Prints of paintings by Ukrainian-speaking artists.

Prerequisite Knowledge

Noun-adjective agreements.

Sample Vocabulary

колір / colour
матеріал / material
tема / theme

стиль / style
картина / painting

Evaluation Tools

1. Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity.

Students use the rating scale to assess how well they are able to use productive strategies, derive meaning from a painting and identify Ukrainian paintings that are of personal interest.

OUTCOMES

LC–3.3a
GC–3.1a
S–2.3a

2. Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity.

Use the checklist to assess if students are able to use productive strategies and provide written information on several aspects of the painting.

OUTCOMES

A–1.1a
LC–3.2a
S–2.3a
### Oпис твору мистецтва / Descriptions of Art:
#### Self-assessment Rating Scale

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
</tr>
</thead>
<tbody>
<tr>
<td>look at a painting and understand something</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>identify aspects of Ukrainian culture that are of personal interest</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>use words that are in the immediate environment</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>use illustrations to provide detail when writing my description</td>
<td>●</td>
<td>●</td>
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</tbody>
</table>

### Коментарі

Ефективною продуктивною стратегією для мене є: ____________________________
________________________________________________________________________
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Стратегія, яку я хочу застосувати: ____________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### Опис твору мистецтва / Descriptions of Art: Observation Checklist

Дата: ____________________________

Критерій:
- A–1.1a: provide information on several aspects of a topic
- LC–3.2a: produce a variety of short, simple written texts in guided situations
- S–2.3a: identify and use a variety of productive strategies to enhance language use; e.g.,
  - use words that are visible in the immediate environment
  - use illustrations to provide detail when producing your own texts

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
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<tr>
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<td>S–2.3a “words”</td>
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<td></td>
<td>S–2.3a “illustrations”</td>
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</tbody>
</table>
Складний текст / A Difficult Text

Locate short but challenging texts in Ukrainian about food, travel, sports and games or the community. Present the text to the class and discuss interpretive strategies that could assist in comprehension. Encourage students to use whatever interpretive strategies they feel will help them. Allow some time for students to read the text completely. Lead a class discussion on the text and ask questions to check for comprehension. Compile a list of newly learned vocabulary on the board and encourage students to add the words to their personal dictionaries. Discuss, in English or Ukrainian, which strategies were effective and which were not.

Specific Outcomes

Selected Principal outcomes

A–1.1
a. provide information on several aspects of a topic

A–5.1
a. ask questions to gain knowledge and clarify understanding

LC–2.1
a. understand a variety of short, simple oral texts in guided and unguided situations

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   • use knowledge of the sound–symbol system to aid reading comprehension

Selected Supporting outcomes

S–1.1
a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
   • make personal dictionaries
   • group together sets of things—vocabulary, structures—with similar characteristics

S–2.1
a. identify and use a variety of interactive strategies to enhance language use; e.g.,
   • invite others into the discussion
Activity 5 (continued)

Materials

Text on food, travel, sports, games or the community.

Prerequisite Knowledge

Interpretive strategies.

Sample Vocabulary

Will vary.

Evaluation Tools

**1. Learning Log**

After working with the advanced text, have the students reflect on their learning and on how well they were able to use various cognitive, interactive and interpretive strategies, understand short, simple oral texts and provide information. Students could use the following sentence starters.

- The strategies I used to understand the text were …
- The words I could figure out from the context were …
- The new words I learned from this text were …

**2. Rating Scale**

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information, ask questions and use interpretive strategies.

**OUTCOMES**

- A–1.1a
- LC–2.4a
- S–1.1a
- S–2.1a
- S–2.2a
- A–5.1a
- S–2.2a
**Складний текст / A Difficult Text: Rating Scale**

Ім'я: ___________________________  Дата: ___________________________

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<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
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<td>А–1.1</td>
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<td>a. provide information of several aspects of a topic</td>
<td>● ● ● ●</td>
<td>● ● ● ●</td>
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<tr>
<td>А–5.1</td>
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<tr>
<td>a. ask questions to gain knowledge and clarify understanding</td>
<td>● ● ● ●</td>
<td>● ● ● ●</td>
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<td>● ● ● ●</td>
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<td>S–2.2</td>
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<tr>
<td>a. identify and use a variety of interpretive strategies to enhance language use; e.g.,</td>
<td>● ● ● ●</td>
<td>● ● ● ●</td>
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<td>● ● ● ●</td>
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<tr>
<td>• use knowledge of the sound–symbol system to aid reading comprehension</td>
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**Коментарі**

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Деякі пропозиції для наступного разу: ______________________________________
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General Learning

Specific Outcomes

Students will be able to:

S–3.1a identify and use a variety of cognitive strategies to enhance general learning; e.g.,
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- formulate key questions to guide research
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- write down key words and concepts in abbreviated form to assist with performance of a learning task

S–3.2a identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
- manage your physical working environment
- reflect on learning tasks with the guidance of the teacher

S–3.3a identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- use self-talk to feel competent to do the task
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter

Other Specific Outcomes

Applications

Students will be able to:

A–1.1 a. provide information on several aspects of a topic
A–2.1 a. inquire about and express agreement/disagreement
A–2.2 a. inquire about and express emotions and feelings in a variety of familiar contexts
A–3.1 a. make a suggestion in a variety of situations

A–3.1 b. respond to a suggestion in a variety of situations
A–3.3 b. express disagreement in an appropriate way
A–5.2 a. gather information from a variety of resources; e.g., print, human, multimedia, electronic
A–5.3 a. describe and examine a problem, then propose solutions
**Language Competence**

Students will be able to:

**LC–1.4**

b. use, in structured situations, the following grammatical elements:
   - verbs (imperative)

**LC–1.4**

c. use, independently and consistently, the following grammatical elements:
   - adjectives (noun–adjective agreement: nominative)

**LC–2.3**

a. manage simple, routine interactions, asking for repetition or clarification when necessary

**LC–3.1**

a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

**LC–3.2**

a. produce a variety of short, simple written texts in guided situations

**LC–3.4**

a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

**Global Citizenship**

Students will be able to:

**GC–2.2**

a. recognize that languages can be grouped into families

**GC–2.4**

a. recognize that within any culture, there are important differences in the way people speak and behave

**Strategies**

Students will be able to:

**S–2.2**

a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   - summarize information gathered
Activity 1

Класифікація слів / Eating Out and Food Words

Lead a brief discussion with students on the different ways one can organize a list of words. Distribute a lengthy list of food/eating out vocabulary to students, along with large sheets of poster paper and different coloured markers. Working in pairs, students evaluate the vocabulary list and decide how to place the words into categories. Students list the words in their categories on the poster paper and explain to the teacher the rationale for their decisions.

Specific Outcomes

- **Selected Principal outcomes**
  
  Students will be able to:

  - A–3.1  
    - a. make a suggestion in a variety of situations

  - A–3.1  
    - b. respond to a suggestion in a variety of situations

  - A–5.3  
    - a. describe and examine a problem, then propose solutions

  - S–3.1  
    - a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
      - classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
      - use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- **Selected Supporting outcomes**

  Students will be able to:

  - A–2.1  
    - a. inquire about and express agreement/disagreement

  - A–3.3  
    - b. express disagreement in an appropriate way

  - GC–2.2  
    - a. recognize that languages can be grouped into families

---

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Cluster S–3 / 3
2010
Activity 1 (continued)

Materials

List of food and eating out vocabulary.

Prerequisite Knowledge

Strategies on how to categorize words.

Sample Vocabulary

ресторан / restaurant
офиціант / waiter
замовляти / to order
м'ясо / meat
dесерт / dessert
хліб / bread
шинка / ham
молоко / milk

Evaluation Tools

Learning Log

After organizing words into categories, have the students reflect on their learning and on how well they were able to inquire about and express agreement and disagreement appropriately, recognize that languages can be grouped into families and use cognitive strategies. Students could use the following sentence starters.

- I agreed with my partner’s decision to …
- An effective way for me to organize vocabulary was to …
- A suggestion I made to my partner was …

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use cognitive strategies, make and respond to suggestions, and describe, examine and propose solutions to a problem.
Класифікація слів / Eating Out and Food Words: Rating Scale

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<th>Задовільно</th>
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<td>a. make a suggestion in a variety of situations</td>
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<td>A–3.1</td>
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<td>b. respond to a suggestion in a variety of situations</td>
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<td>A–5.3</td>
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<tr>
<td>a. describe and examine a problem, then propose solutions</td>
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<tr>
<td>S–3.1</td>
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<tr>
<td>a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,</td>
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<tr>
<td>• classify objects and ideas according to their attributes</td>
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<tr>
<td>• use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember</td>
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Коментарі

Ти добре зробив/зробила: ___________________________
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Пропозиція для наступного разу: ___________________________
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Activity 2

Здоровий спосіб життя / A Healthy Life

Students work in groups of two or three and research an aspect of daily living they feel is important to student health; e.g., diet, exercise. Students can use either pencil and paper or a simple desktop publishing program to create a brochure or poster in Ukrainian.

Sample Text
Їж одне яблуко кожного дня. / Eat one apple a day. Ти повинен пити 8 склянок води щодня. / You have to drink eight glasses of water a day. Велосипед кращий, ніж машина. / The bicycle is better than the car.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–3.1
a. make a suggestion in a variety of situations

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
- formulate key questions to guide research
- seek information through a network of sources, including libraries, the Internet, individuals and agencies

Selected Supporting outcomes

Students will be able to:

A–3.1
b. respond to a suggestion in a variety of situations

LC–1.4
b. use, in structured situations, the following grammatical elements:
- verbs (imperative)
Activity 2 (continued)

Materials

Desktop publishing program.

Prerequisite Knowledge

None required.

Sample Vocabulary

dieta / diet
вправи / exercise
афіша / poster

брошура / brochure
здоровий / healthy

Evaluation Tools

1. Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to provide information, make and respond to suggestions, and use cognitive strategies.

A–1.1a
A–3.1a
A–3.1b
S–3.1a

2. Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to make suggestions, use certain grammatical elements and use cognitive strategies.

A–3.1a
LC–1.4b
S–3.1a
Ім'я: ___________________________  Дата: ___________________________

<table>
<thead>
<tr>
<th>Я можу:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
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</thead>
<tbody>
<tr>
<td>• provide information on several aspects of a healthy lifestyle</td>
<td>●●●●●</td>
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<tr>
<td>• make a suggestion when designing a brochure</td>
<td>●●●●●</td>
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<tr>
<td>• respond to the suggestions of my classmates</td>
<td>●●●●●</td>
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<tr>
<td>• seek information through a network of sources</td>
<td>●●●●●</td>
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Коментарі

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©Alberta Education, Alberta, Canada
Здоровий спосіб життя / A Healthy Life:
Checklist and Comments

Ім'я: ___________________________ Дата: ___________________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Так</th>
<th>Ще ні</th>
</tr>
</thead>
</table>
| A–3.1
  a. make a suggestion in a variety of situations |     |       |
| LC–1.4
  b. use, in structured situations, the following grammatical elements:
    • verbs (imperative) |     |       |
| S–3.1
  a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
    • formulate key questions to guide research
    • seek information through a network of sources, including libraries, the Internet, individuals and agencies |     |       |

Коментарі

Ти добре зробив/зробила: __________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Пропозиція для наступного разу: ______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Де я вчусь вдома / Where I Study at Home

Lead a brief class discussion on what contributes to a positive physical working environment at home. List, on the board, both positive and negative influences. Students evaluate their present environment and develop a plan to improve it. Students draw their ideal working environment and write an accompanying description. Students share and compare their physical working environment plans with classmates.

Sample Text
Моє ідеальне робоче місце є тихим і ясним. Звучить м'яка класична музика. Тут немає телевізора чи телефона. Крісло є зручним і прямим. / My ideal work space is quiet and bright. There is soft classical music. There is no television or telephone. The chair is comfortable and straight.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–5.3
a. describe and examine a problem, then propose solutions

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

S–3.2
a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
• manage your physical working environment

Selected Supporting outcomes

Students will be able to:

LC–1.4
c. use, independently and consistently, the following grammatical elements:
• adjectives (noun–adjective agreement: nominative)

LC–3.2
a. produce a variety of short, simple written texts in guided situations
Activity 3 (continued)

Materials

None required.

Prerequisite Knowledge

Characteristics of positive and negative workspaces.

Sample Vocabulary

зручний / comfortable
освітлювати / lighting
вентиляція / ventilation
простір, місце / space
tихий / quiet

роздратованість / distraction
шумливий / noisy
dушний / stuffy
матовий / dim
жарт, веселощі / fun

Evaluation Tools

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use metacognitive strategies, express meaning verbally and nonverbally, produce a variety of short, simple written texts, and describe a problem and write a proposed solution.

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use metacognitive strategies, provide information and use specific grammatical elements.
### Де я вчуся вдома / Where I Study at Home: Self-assessment Checklist

<table>
<thead>
<tr>
<th>Я можу</th>
<th>Так</th>
<th>Ще ні</th>
<th>Наступного разу я …</th>
</tr>
</thead>
<tbody>
<tr>
<td>• describe and examine a problem, then propose solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• produce a short, written description of my work environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• express meaning verbally and nonverbally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• manage my physical working environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Коментарі**

Що я зробив/зробила для створення сприятливого навчального середовища: 
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Щоб покращити навчальне середовище, я можу: 
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
## Де я вчуся вдома / Where I Study at Home: Rating Scale

Ім'я: ___________________________ Дата: ___________________________

<table>
<thead>
<tr>
<th>Ти можеш:</th>
<th>Чудово</th>
<th>Дуже добре</th>
<th>Достатньо</th>
<th>Обмежено</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–1.1 a. provide information on several aspects of a topic</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC–1.4 c. use, independently and consistently, the following grammatical elements:</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• adjectives (noun–adjective agreement: nominative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S–3.2 a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• manage your physical working environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Коментарі

Ти добре зробив/зробила: __________________________________________

__________________________________________

__________________________________________

__________________________________________

Пропозиція для наступного разу: __________________________________________

__________________________________________

__________________________________________

__________________________________________
Activity 4

Страх сцени / Stage Fright

Lead a class discussion, in English or Ukrainian, on strategies to ease student stress and anxiety. Encourage students to be aware of the strategies and use them, as each student will present a brief “show and tell” presentation on their families. (Families can be different; e.g., fostered, blended, adopted, extended). Each student will present to the class for a length of time, with or without notes. The presentation can be something students have already written, as the focus is on the strategies. Discuss, in English or Ukrainian, which strategies were effective and which were not.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–2.2
a. inquire about and express emotions and feelings in a variety of familiar contexts

LC–3.4
a. express meaning through verbal and nonverbal communication in a variety of media in guided situations

S–3.3
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
   • use self-talk to feel competent to do the task
   • monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter

Selected Supporting outcomes

Students will be able to:

LC–2.3
a. manage simple, routine interactions, asking for repetition or clarification when necessary

GC–2.4
a. recognize that within any culture, there are important differences in the way people speak and behave
Activity 4  (continued)

Materials

None required.

Prerequisite Knowledge

Sources of stress and anxiety and strategies to deal with them.

Sample Vocabulary

стрес / stress
тривога / anxiety
стратегія / strategy
страх / fear

Evaluation Tools

Learning Log

After presenting their “show and tell,” have the students reflect on their learning and on how well they were able to use social and affective strategies, provide information, express emotions and recognize differences within the culture. Students could use the following sentence starters.

- When I started to feel anxious, I …
- I felt most comfortable when I …
- I enjoyed hearing about the family tradition of …

Anecdotal Notes

Observe the students as they present their “show and tell.” Record anecdotal notes on the extent to which students are able to use social and affective strategies, express meaning verbally and nonverbally, and manage simple, routine interactions.
### Страх сцени / Stage Fright: Anecdotal Notes

Дата: ________________

Критерій:
LC–2.3a  manage simple, routine interactions, asking for repetition or clarification when necessary
LC–3.4a  express meaning through verbal and nonverbal communication in a variety of media in guided situations
S–3.3a  identify and use a variety of social and affective strategies to enhance general learning; e.g.,
  - use self-talk to feel competent to do the task
  - monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
<th>Коментарі</th>
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<tr>
<td>1.</td>
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<td></td>
<td>LC–3.4a</td>
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<tr>
<td></td>
<td>S–3.3a “use”</td>
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<td></td>
<td>S–3.3a “monitor”</td>
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<tr>
<td>2.</td>
<td>LC–2.3a</td>
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<td></td>
<td>LC–3.4a</td>
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<td>S–3.3a “use”</td>
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<td></td>
<td>S–3.3a “monitor”</td>
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<td>LC–2.3a</td>
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<tr>
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<td>LC–3.4a</td>
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<tr>
<td></td>
<td>S–3.3a “use”</td>
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<td></td>
<td>S–3.3a “monitor”</td>
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<td>4.</td>
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<td></td>
<td>LC–3.4a</td>
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<td></td>
<td>S–3.3a “use”</td>
<td></td>
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<td></td>
<td>S–3.3a “monitor”</td>
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<td>5.</td>
<td>LC–2.3a</td>
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<td>LC–3.4a</td>
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<td>S–3.3a “use”</td>
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<tr>
<td></td>
<td>S–3.3a “monitor”</td>
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</tbody>
</table>
Activity 5

Обговорення тексту / Summarizing a Text

Lead a class discussion, in English or Ukrainian, on locating key terms and ideas and summarizing texts. Provide each student with a text dealing with sports, games, their community, transportation or travel. Students read the text and summarize it. Match up students who have the same text and instruct them to compare their summaries and abbreviations.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A–1.1
a. provide information on several aspects of a topic

A–5.2
a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

LC–3.1
a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations

S–3.1
a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
   • write down key words and concepts in abbreviated form to assist with performance of a learning task

Selected Supporting outcomes

Students will be able to:

S–2.2
a. identify and use a variety of interpretive strategies to enhance language use; e.g.,
   • summarize information gathered

S–3.2
a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
   • reflect on learning tasks with the guidance of the teacher
Activity 5 (continued)

Materials

Text on sports, games, their community, transportation or travel.

Prerequisite Knowledge

How to summarize a text.

Sample Vocabulary

обговорення / summarize
ключові слова / key words
концерт / concept
скорочення / abbreviation

Evaluation Tools

Learning Log

After summarizing the text and conferring with classmates, have the students reflect on their learning and on how well they were able to use cognitive and metacognitive strategies to read a text to understand a variety of short, simple texts, and to gather and provide information in a summarized format. Students could use the following sentence starters.

• An effective strategy for summarizing a text was ...
• When I first looked at a text in Ukrainian, I ...
• Compared with my classmates text, my summary was ...

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use a variety of interpretive and metacognitive strategies.
Дата: ______________________________

Критерій:
S–2.2a  identify and use a variety of interpretive strategies to enhance language use; e.g.,
- summarize information gathered
S–3.1a  identify and use a variety of cognitive strategies to enhance general learning; e.g.,
- write down key words and concepts in abbreviated form to assist with performance of a learning task

<table>
<thead>
<tr>
<th>Учні</th>
<th>Критерій</th>
<th>Так</th>
<th>Ще ні</th>
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<td>2.</td>
<td>S–2.2a</td>
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<td></td>
<td>S–3.1a</td>
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<td>3.</td>
<td>S–2.2a</td>
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<td>S–3.1a</td>
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<tr>
<td>4.</td>
<td>S–2.2a</td>
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<td>S–2.2a</td>
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<td>6.</td>
<td>S–2.2a</td>
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<tr>
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<td>S–3.1a</td>
<td></td>
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<tr>
<td>7.</td>
<td>S–2.2a</td>
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<tr>
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<td>S–3.1a</td>
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<td>8.</td>
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<tr>
<td></td>
<td>S–3.1a</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>S–2.2a</td>
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<tr>
<td></td>
<td>S–3.1a</td>
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</table>
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Sample Mind Map ................................................................................................................ C–12
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<thead>
<tr>
<th>Activity</th>
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<tr>
<td>Five Senses Wheel</td>
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<td>Triple T-chart</td>
<td>C-16</td>
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<tr>
<td>Y-chart</td>
<td>C-17</td>
</tr>
<tr>
<td>Five Ws and Hl</td>
<td>C-18</td>
</tr>
<tr>
<td>A Day in the Life</td>
<td>C-19</td>
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<td>How to Use PMI Charts</td>
<td>C-20</td>
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<td>PMI Chart</td>
<td>C-21</td>
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<td>What I Have, What I Need</td>
<td>C-22</td>
</tr>
<tr>
<td>Making a Decision</td>
<td>C-23</td>
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<tr>
<td>IDEA Decision Maker</td>
<td>C-24</td>
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<td>Consider the Alternatives</td>
<td>C-25</td>
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<tr>
<td>Influences on Decision Making</td>
<td>C-26</td>
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<td>Goal-setting Organizer 1</td>
<td>C-27</td>
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<td>Goal-setting Organizer 2</td>
<td>C-28</td>
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<td>Goal-setting Organizer 3</td>
<td>C-29</td>
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**Appendix D: Assessment Blackline Masters**

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<tbody>
<tr>
<td>Self-assessment Checklist</td>
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<tr>
<td>Self-assessment Rating Scale</td>
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<td>Peer-assessment Checklist</td>
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<td>Self-assessment Checklist and Goal Setting</td>
<td>D-6</td>
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<td>Long-term Goal Setting</td>
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<td>Anecdotal Notes</td>
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<td>Observation Checklist</td>
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<td>Checklist and Comments 1</td>
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<td>Checklist and Comments 2</td>
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<td><strong>Total</strong></td>
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Appendix A: General and Specific Outcomes Chart

Four general outcomes serve as the foundation for the Ukrainian Language and Culture Nine-year Program, Grades 7–8–9. These general outcomes are based on four components: Applications, Language Competence, Global Citizenship and Strategies. Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade.

The specific outcomes listed in the program of studies will have slightly different meanings to different teachers. Some specific outcomes may indeed be difficult to clearly understand immediately. The following chart is intended to provide teachers with space in which to record notes that may help them understand or distinguish the Grade 7 specific outcomes from the program of studies. The chart can also be used to plan and track outcome coverage throughout the year.

GRADE 7

<table>
<thead>
<tr>
<th>General Outcome for Applications</th>
<th>Students will use Ukrainian in a variety of situations and for a variety of purposes.</th>
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</table>

<table>
<thead>
<tr>
<th>A–1 to impart and receive information</th>
<th>GRADE 7</th>
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</thead>
<tbody>
<tr>
<td>A–1.1 share factual information</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>a. provide information on several aspects of a topic</td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>A–2 to express emotions and personal perspectives</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–2.1 share ideas, thoughts, opinions, preferences</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>a. inquire about and express agreement/disagreement</td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
</tr>
<tr>
<td>a. inquire about and express emotions and feelings in a variety of familiar contexts</td>
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</tbody>
</table>

NOTES:
### A–3  to get things done  

**Students will be able to:**

- a. make a suggestion in a variety of situations
- b. respond to a suggestion in a variety of situations

**NOTES:**

### A–3.1 guide actions of others

- a. state personal actions in a variety of situations

### A–3.2 state personal actions

- a. check for agreement and understanding

### A–3.3 manage group actions

- a. express disagreement in an appropriate way

### A–4  to form, maintain and change interpersonal relationships  

**Students will be able to:**

- a. initiate and participate in informal exchanges with classmates
- b. make and break social engagements in an appropriate manner

**NOTES:**

### A–4.1 manage personal relationships

### A–5  to extend their knowledge of the world  

**Students will be able to:**

- a. ask questions to gain knowledge and clarify understanding

**NOTES:**

### A–5.1 discover and explore

- a. gather information from a variety of resources; e.g., print, human, multimedia, electronic

### A–5.2 gather and organize information

- a. describe and examine a problem, then propose solutions
<table>
<thead>
<tr>
<th>A–5</th>
<th>to extend their knowledge of the world (continued)</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–5.4</td>
<td>explore opinions and values</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>a. provide reasons for their opinions</td>
<td>NOTES:</td>
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<table>
<thead>
<tr>
<th>A–6</th>
<th>for imaginative purposes and personal enjoyment</th>
<th>GRADE 7</th>
</tr>
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<tbody>
<tr>
<td>A–6.1</td>
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<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour</td>
<td>NOTES:</td>
</tr>
<tr>
<td>A–6.2</td>
<td>creative/aesthetic purposes</td>
<td>a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language</td>
</tr>
<tr>
<td>A–6.3</td>
<td>personal enjoyment</td>
<td>a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance</td>
</tr>
</tbody>
</table>
### General Outcome for Language Competence
Students will use Ukrainian **effectively** and **competently**.

<table>
<thead>
<tr>
<th>LC–1 attend to form</th>
<th>GRADE 7</th>
</tr>
</thead>
</table>
| **LC–1.1 phonology** | Students will be able to:  
  a. identify and reproduce some critical sound distinctions that are important for meaning |
| **LC–1.2 orthography** | a. recognize and use spelling rules and mechanical conventions correctly with familiar words  
b. use handwriting for written communication |
| **LC–1.3 lexicon** | a. use a range of words and phrases within a variety of lexical fields, including:  
  - community  
  - sports/games  
  - transportation/travel  
  - family traditions  
  - food and eating out  
  - any other lexical fields that meet their needs and interests |
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.

<table>
<thead>
<tr>
<th>LC–1</th>
<th>attend to form (continued)</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LC–1</strong></td>
<td>grammatical elements</td>
<td><strong>NOTES:</strong></td>
</tr>
<tr>
<td><strong>Students will be able to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. use, in modelled situations,¹ the following grammatical elements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nouns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• genitive singular/plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• accusative singular/plural animate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• interrogative (хто, що, скільки, котрий)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• comparative/superlative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• accusative plural animate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• locative singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• common of motion (їти, їхати)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• simple future tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• perfective aspect</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• location, direction (тут, сюди, далеко, близько, всюди, внизу, вгорі, навкруги, навколо)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numerals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5 and higher and noun agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
### LC–1 attend to form (continued)

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. use, in structured situations, the following grammatical elements:</td>
<td></td>
</tr>
<tr>
<td><strong>Nouns</strong></td>
<td></td>
</tr>
<tr>
<td>• accusative singular/plural animate</td>
<td></td>
</tr>
<tr>
<td>• accusative singular/plural inanimate</td>
<td></td>
</tr>
<tr>
<td>• genitive singular</td>
<td></td>
</tr>
<tr>
<td>• nominative plural</td>
<td></td>
</tr>
<tr>
<td>• locative singular</td>
<td></td>
</tr>
<tr>
<td>• instrumental singular</td>
<td></td>
</tr>
<tr>
<td>• dative singular</td>
<td></td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td></td>
</tr>
<tr>
<td>• possessive</td>
<td></td>
</tr>
<tr>
<td>• personal accusative (мене, тебе, вас, нас)</td>
<td></td>
</tr>
<tr>
<td>• personal instrumental (зі мною, з нами)</td>
<td></td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td></td>
</tr>
<tr>
<td>• noun–adjective agreement</td>
<td></td>
</tr>
<tr>
<td>• accusative singular inanimate (новий зошит, нову книжку, нове радіо)</td>
<td></td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
</tr>
<tr>
<td>• imperative</td>
<td></td>
</tr>
<tr>
<td>• past tense</td>
<td></td>
</tr>
<tr>
<td>• present common</td>
<td></td>
</tr>
<tr>
<td>• present common reflexive</td>
<td></td>
</tr>
<tr>
<td>• simple future tense</td>
<td></td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td></td>
</tr>
<tr>
<td>• comparative, superlative</td>
<td></td>
</tr>
<tr>
<td><strong>Expressions</strong></td>
<td></td>
</tr>
<tr>
<td>• date and time: hours, minutes, intervals</td>
<td></td>
</tr>
<tr>
<td><strong>Numerals</strong></td>
<td></td>
</tr>
<tr>
<td>• 1–4 and noun agreement, all genders</td>
<td></td>
</tr>
</tbody>
</table>

---

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.
### LC–1 attend to form (continued)

<table>
<thead>
<tr>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LC–1.4 grammatical elements</strong></td>
</tr>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>c. use, independently and consistently, the following grammatical elements:</td>
</tr>
<tr>
<td><strong>Nouns</strong></td>
</tr>
<tr>
<td>• nominative plural</td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
</tr>
<tr>
<td>• demonstrative</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
</tr>
<tr>
<td>• noun–adjective agreement (nominative)</td>
</tr>
<tr>
<td>• accusative plural inanimate</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
</tr>
<tr>
<td>• present common</td>
</tr>
</tbody>
</table>

**NOTES:**

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.

### LC–2 interpret and produce oral texts

<table>
<thead>
<tr>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LC–2.1 aural interpretation</strong></td>
</tr>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>a. understand a variety of short, simple oral texts in guided and unguided situations</td>
</tr>
</tbody>
</table>

**NOTES:**

### LC–2.2 oral production

<table>
<thead>
<tr>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. produce a variety of short, simple oral texts in guided situations</td>
</tr>
</tbody>
</table>

### LC–2.3 interactive fluency

<table>
<thead>
<tr>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. manage simple, routine interactions, asking for repetition or clarification when necessary</td>
</tr>
</tbody>
</table>

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Ukrainian Language and Culture 9Y Guide to Implementation, Grade 7

A–7

2010
<table>
<thead>
<tr>
<th>LC–3</th>
<th>interpret and produce written and visual texts</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC–3.1</td>
<td>written interpretation</td>
<td><strong>Students will be able to:</strong>&lt;br&gt;a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations</td>
</tr>
<tr>
<td>LC–3.2</td>
<td>written production</td>
<td><strong>NOTES:</strong>&lt;br&gt;a. produce a variety of short, simple written texts in guided situations</td>
</tr>
<tr>
<td>LC–3.3</td>
<td>viewing</td>
<td>a. derive meaning from visual elements in a variety of media in guided situations</td>
</tr>
<tr>
<td>LC–3.4</td>
<td>representing</td>
<td>a. express meaning through verbal and nonverbal communication in a variety of media in guided situations</td>
</tr>
</tbody>
</table>
### LC–4 apply knowledge of the sociocultural context

<table>
<thead>
<tr>
<th>Subtask</th>
<th>Description</th>
</tr>
</thead>
</table>
| LC–4.1  | register | Students will be able to:  
  a. identify polite and socially appropriate language in specific situations |
| LC–4.2  | idiomatic expressions | a. use learned idiomatic expressions correctly in familiar contexts |
| LC–4.3  | variations in language | a. recognize some common regional variations in language |
| LC–4.4  | social conventions | a. recognize important social conventions in everyday interactions |
| LC–4.5  | nonverbal communication | a. use appropriate nonverbal behaviours in a variety of familiar contexts |

### LC–5 apply knowledge of how discourse is organized, structured and sequenced

<table>
<thead>
<tr>
<th>Subtask</th>
<th>Description</th>
</tr>
</thead>
</table>
| LC–5.1  | cohesion/coherence | Students will be able to:  
  a. organize texts to indicate steps in a procedure or directions to follow  
  b. interpret simple references within texts; e.g., pronouns |
| LC–5.2  | text forms | a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals |
| LC–5.3  | patterns of social interaction | a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates |

### Notes:
- LC–4.1: register  
  a. identify polite and socially appropriate language in specific situations  
- LC–4.2: idiomatic expressions  
  a. use learned idiomatic expressions correctly in familiar contexts  
- LC–4.3: variations in language  
  a. recognize some common regional variations in language  
- LC–4.4: social conventions  
  a. recognize important social conventions in everyday interactions  
- LC–4.5: nonverbal communication  
  a. use appropriate nonverbal behaviours in a variety of familiar contexts  
- LC–5.1: cohesion/coherence  
  a. organize texts to indicate steps in a procedure or directions to follow  
  b. interpret simple references within texts; e.g., pronouns  
- LC–5.2: text forms  
  a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals  
- LC–5.3: patterns of social interaction  
  a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates
### General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

<table>
<thead>
<tr>
<th>GC–1 historical and contemporary elements of Ukrainian culture</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GC–1.1</strong> accessing/analyzing cultural knowledge</td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>a. formulate questions about elements of Ukrainian culture beyond their immediate community</td>
<td><strong>NOTES:</strong></td>
</tr>
<tr>
<td><strong>GC–1.2</strong> knowledge of Ukrainian culture</td>
<td>a. explore some elements of Ukrainian culture beyond their immediate community</td>
</tr>
<tr>
<td><strong>GC–1.3</strong> applying cultural knowledge</td>
<td>a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own</td>
</tr>
<tr>
<td><strong>GC–1.4</strong> diversity within Ukrainian culture</td>
<td>a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts</td>
</tr>
<tr>
<td><strong>GC–1.5</strong> valuing Ukrainian culture</td>
<td>a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture</td>
</tr>
<tr>
<td>GC–2 affirming diversity</td>
<td>GRADE 7</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>GC–2.1 awareness of first language</strong></td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>a. identify aspects of their personal style in language use</td>
<td></td>
</tr>
<tr>
<td>b. identify some regional variations in their first language</td>
<td></td>
</tr>
<tr>
<td><strong>GC–2.2 general language knowledge</strong></td>
<td>NOTES:</td>
</tr>
<tr>
<td>a. recognize that languages can be grouped into families</td>
<td></td>
</tr>
<tr>
<td><strong>GC–2.3 awareness of own culture</strong></td>
<td></td>
</tr>
<tr>
<td>a. identify how cultural influences affect individuals</td>
<td></td>
</tr>
<tr>
<td><strong>GC–2.4 general cultural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>a. recognize that within any culture, there are important differences in the way people speak and behave</td>
<td></td>
</tr>
<tr>
<td><strong>GC–2.5 valuing diversity</strong></td>
<td></td>
</tr>
<tr>
<td>a. demonstrate curiosity about other languages and cultures</td>
<td></td>
</tr>
<tr>
<td><strong>GC–2.6 intercultural skills</strong></td>
<td></td>
</tr>
<tr>
<td>a. explore representations of their own culture and Ukrainian culture created by those who live in other cultures</td>
<td></td>
</tr>
</tbody>
</table>
### GC–3 personal and career opportunities

**GC–3.1 Ukrainian culture and language**  
Students will be able to:  
- a. identify aspects of Ukrainian culture that are of personal interest

**GC–3.2 Cultural and linguistic diversity**  
- a. identify aspects of different cultures that are of personal interest

**NOTES:**

---

### General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

---

### S–1 language learning

**S–1.1 Cognitive**  
Students will be able to:  
- a. identify and use a variety of cognitive strategies to enhance language learning

**S–1.2 Metacognitive**  
- a. identify and use a variety of metacognitive strategies to enhance language learning

**S–1.3 Social/affective**  
- a. identify and use a variety of social and affective strategies to enhance language learning

**NOTES:**
<table>
<thead>
<tr>
<th>S–2</th>
<th>language use</th>
<th>GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to:</td>
<td>NOTES:</td>
</tr>
<tr>
<td>S–2.1</td>
<td>interactive</td>
<td>a. identify and use a variety of interactive strategies to enhance language use</td>
</tr>
<tr>
<td>S–2.2</td>
<td>interpretive</td>
<td>a. identify and use a variety of interpretive strategies to enhance language use</td>
</tr>
<tr>
<td>S–2.3</td>
<td>productive</td>
<td>a. identify and use a variety of productive strategies to enhance language use</td>
</tr>
<tr>
<td>S–3</td>
<td>general learning</td>
<td>GRADE 7</td>
</tr>
<tr>
<td></td>
<td>Students will be able to:</td>
<td>NOTES:</td>
</tr>
<tr>
<td>S–3.1</td>
<td>cognitive</td>
<td>a. identify and use a variety of cognitive strategies to enhance general learning</td>
</tr>
<tr>
<td>S–3.2</td>
<td>metacognitive</td>
<td>a. identify and use a variety of metacognitive strategies to enhance general learning</td>
</tr>
<tr>
<td>S–3.3</td>
<td>social/affective</td>
<td>a. identify and use a variety of social and affective strategies to enhance general learning</td>
</tr>
</tbody>
</table>
### Appendix B: Planning Tools

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning Guide</td>
<td>B–2</td>
</tr>
<tr>
<td>Year Plan</td>
<td>B–5</td>
</tr>
<tr>
<td>Unit Plan Overview</td>
<td>B–7</td>
</tr>
<tr>
<td>Unit Plan A</td>
<td>B–8</td>
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<tr>
<td>Unit Plan B</td>
<td>B–9</td>
</tr>
<tr>
<td>Unit Plan C</td>
<td>B–10</td>
</tr>
<tr>
<td>Lesson Plan A</td>
<td>B–11</td>
</tr>
<tr>
<td>Lesson Plan B</td>
<td>B–12</td>
</tr>
<tr>
<td>Examples of General Accommodations</td>
<td>B–14</td>
</tr>
<tr>
<td>Examples of Instructional Accommodations</td>
<td>B–15</td>
</tr>
<tr>
<td>Examples of Assessment Accommodations</td>
<td>B–16</td>
</tr>
<tr>
<td>Sample Text Forms</td>
<td>B–17</td>
</tr>
<tr>
<td>Alternative Learning Activities Menu</td>
<td>B–18</td>
</tr>
<tr>
<td>Sample Independent Study Agreement</td>
<td>B–19</td>
</tr>
<tr>
<td>Group Roles Organizer</td>
<td>B–20</td>
</tr>
<tr>
<td>Sample List of Learning Strategies</td>
<td>B–21</td>
</tr>
</tbody>
</table>
As you design a learning activity, consider students’ individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

**Outcomes**

**Determine the outcomes that students can reasonably accomplish.**
- Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

**Determine what the students will be able to demonstrate as a result of this learning activity.**
- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

**Learning Activities**

**Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.**
- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- Present and support key concepts and instructions by using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions and:
  - provide a visual reference of the sequence of key steps in completing the assignment
  - provide a checklist of assignment parts for students to mark as tasks are completed
  - support written instructions with picture prompts, or highlight directions using a colour-coding system
  - record directions or lectures for playback
  - repeat instructions
  - have students recall instructions in sequence.
- Model and demonstrate to promote understanding of directions.
- Check in with students regularly to check their understanding of the task and to provide feedback and clarification on specific aspects of the assignment.
- Highlight key points of the lesson orally and visually.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.

**Identify the key concepts of the learning activity.**
- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Build in opportunities for students to make connections between what they know and what they are learning.

Instructional Planning Guide: Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).
Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

### Learning Environment

**Consider the classroom environment and individual student work spaces.**

- Provide a quiet work station like a study carrel in a corner of the classroom.
- Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- Partner students with a peer for support and guidance.

### Resources

**Decide on the resources that will be used for the learning activity, including oral, print and multimedia texts and community resources.**

- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using graphic organizers to present information.

**Prepare resources to assist students with learning difficulties.**

- Rewrite materials at a lower reading level.
- Provide a graphic organizer for note taking; e.g., cloze style.
- Highlight passages of text.
- Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- Identify Web-based supports; e.g., simulations.

**Ensure that students have the assistive tools and devices to support their learning styles or needs; for example:**

- highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- a copy of the lecture notes
- enlarged or reduced text
- scribe
- audio recordings
- picture prompts
- manipulatives
- overlays
- computers
Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- Provide assessment options for students to “show what they know.”

Make necessary preparations for alternative testing procedures, resources and materials.

- Does the student need:
  - an audio recording of the test
  - a scribe to write down his or her ideas or answers
  - the test questions read aloud
  - a time extension
  - fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize them for spelling errors or missed punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- Emphasize the quality of work and perseverance rather than emphasizing quantity.

Provide opportunities for student self-reflection and self-evaluation.

- Consider necessary alternative assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

Time Line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- Show students how to plan for longer assignments by using a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment summary with task increments and a time line to guide students’ completion of the assignment. Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.
<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>School Year:</th>
<th>Teacher(s):</th>
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<th>Specific Outcomes</th>
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<th>Major Teaching and Learning Activities</th>
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<th>Resources</th>
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<tr>
<th>Assessment and Evaluation</th>
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# Unit Plan A

<table>
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<th>Grade(s): ______</th>
<th>Unit Focus: ______________________</th>
<th>Teacher(s): ______________________</th>
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</thead>
</table>

## Outcomes:

- Applications
- Language Competence
- Global Citizenship
- Strategies

Possible Student Learning Strategies:

## Teaching and Learning Activities:

## Resources:  

## Planning for Diversity:  

## Assessment and Evaluation:
<table>
<thead>
<tr>
<th>Day</th>
<th>Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Resources</th>
<th>Planning for Diversity</th>
<th>Assessment/Evaluation</th>
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<tbody>
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<td>Specific outcomes</td>
<td>Learning strategies and activities</td>
<td></td>
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</tbody>
</table>

**Getting ready activities**
( Strategies for activating and assessing prior knowledge, and creating interest in new unit )

<table>
<thead>
<tr>
<th>Assessment strategies and activities</th>
<th>Enrichment strategies</th>
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</table>

<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Home/school/community connections</th>
<th>Cross-curricular connections</th>
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</table>
Lesson Plan B

Lesson Title: ____________________________________________________________

Date: ________________________ Class: ________________________________

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Lesson Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td></td>
</tr>
<tr>
<td>Language Competence</td>
<td></td>
</tr>
<tr>
<td>Global Citizenship</td>
<td></td>
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<tr>
<td>Strategies</td>
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</tbody>
</table>

Possible Student Learning Strategies:

<table>
<thead>
<tr>
<th>Differentiation of Instruction</th>
<th>Assessment</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ yes □ not necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, description:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials
### How “Listener-friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td>☒</td>
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</tbody>
</table>

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.
### Methods of Instruction
- Vary amount of material to be learned.
- Vary amount of material to be practised.
- Vary time for practice activities.
- Use advanced organizers.
- Cue student to stay on task; e.g., private signal.
- Facilitate student cueing (student providing cues to the teacher).
- Repeat directions or have student repeat directions.
- Shorten directions.
- Pair written instructions with oral instructions.
- Use computer-assisted instruction.
- Use visual aids in lesson presentation.
- Other ________________

### Task/Response (cont’d)
- Provide student with a copy of notes.
- Accept dictated or parent-assisted homework assignments.
- Provide extra assignment time.
- Permit student to print.
- Provide a student buddy for reading.
- Other ________________

### Materials (cont’d)
- Modify text materials (add, adapt or substitute).
- Make materials self-correcting.
- Highlight important concepts and information and/or passages.
- Use a desktop easel or slant board to raise reading materials.
- Prepare recordings of reading/textbook materials.
- Provide an extra textbook for home use.
- Allow use of personal word lists, cue cards.
- Increase use of pictures, diagrams, concrete manipulators.
- Break materials into smaller task units.
- Other ________________

### Reinforcement Systems (cont’d)
- Allow special activities.
- Instruct student in self-monitoring; e.g., following directions, raising hand to talk.
- Other ________________

### Organization for Instruction
The student works best:
- in large group instruction
- in small group instruction
- when placed beside an independent learner
- with individual instruction
- with peer tutoring
- with cross-aged tutoring
- using independent self-instructional materials
- in learning centres
- with preferential seating
- with allowances for mobility
- in a quiet space within the classroom.
- Other ________________

### Assessment and Testing
- Adjust the test appearance; e.g., margins, spacing.
- Adjust the test design (T/F, multiple choice, matching).
- Adjust to recall with cues, cloze, word lists.
- Vary test administration (group/individual, open book, make-up tests).
- Audio record test questions.
- Select items specific to ability levels.
- Vary amount to be tested.
- Give extra test time.
- Adjust readability of test.
- Allow recorded reports for essays and/or long answers.
- Read test questions.
- Allow use of a scribe or a reader.
- Allow oral examinations.
- Other ________________
### Examples of Instructional Accommodations

<table>
<thead>
<tr>
<th>Reading Difficulties</th>
<th>Written Expression Difficulties</th>
<th>Attention Difficulties</th>
<th>Memory Difficulties</th>
<th>Fine and Gross Motor Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Use less difficult/alternative reading material.</td>
<td>○ Reduce volume of work.</td>
<td>○ Provide alternative seating:</td>
<td>○ Provide a written outline.</td>
<td>○ Use assistive and adaptive devices:</td>
</tr>
<tr>
<td>○ Reduce amount of reading required.</td>
<td>○ Break long-term assignments into manageable tasks.</td>
<td>— near teacher</td>
<td>○ Provide directions in written form (on board, on worksheets, copied in assignment book by student).</td>
<td>— pencil or pen adapted in size or grip diameter</td>
</tr>
<tr>
<td>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</td>
<td>○ Extend time for completing assignments.</td>
<td>— facing teacher</td>
<td>○ Set time limits for specific task completion.</td>
<td>— alternative keyboards</td>
</tr>
<tr>
<td>○ Set time limits for specific task completion.</td>
<td>○ Offer alternative assignments.</td>
<td>— at front of class, between well-focused students, away from distractions.</td>
<td>○ Set time limits for specific task completion.</td>
<td>— portable word processor.</td>
</tr>
<tr>
<td>○ Enlarge text of worksheets and reading material.</td>
<td>○ Allow student to work on homework while at school.</td>
<td>○ Provide alternative directions in written form:</td>
<td>○ Extend time to complete tests and assignments.</td>
<td>○ Set realistic and mutually agreed-upon expectations for neatness.</td>
</tr>
<tr>
<td>○ Extend time to complete tests and assignments.</td>
<td>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</td>
<td>— on board</td>
<td>○ Allow student to take breaks during tests.</td>
<td>○ Reduce or eliminate the need to copy from a text or board; e.g.,</td>
</tr>
<tr>
<td>○ Use large print editions of tests.</td>
<td>○ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing).</td>
<td>— on worksheets</td>
<td>○ Use multiple testing sessions for longer tests.</td>
<td>— provide copies of notes</td>
</tr>
<tr>
<td>○ Read test items aloud to student.</td>
<td>○ Waive spelling, punctuation and paragraphing requirements.</td>
<td>— copied in assignment book by student.</td>
<td>○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better.</td>
<td>— permit student to photocopy a peer’s notes</td>
</tr>
<tr>
<td>○ Read standard directions several times at start of exam.</td>
<td>○ Accept keyword responses instead of complete sentences.</td>
<td>○ Provide cues, e.g., arrows, stop signs, on worksheets and tests.</td>
<td>○ Provide cues, e.g., arrows, stop signs, on worksheets and tests.</td>
<td>— provide carbon/NCR paper to a peer to copy notes.</td>
</tr>
<tr>
<td>○ Audio-record directions.</td>
<td>○ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).</td>
<td>○ Provide a quiet, distraction-free area for testing.</td>
<td>○ Provide checklists for long, detailed assignments.</td>
<td>○ Extend time to complete tests and assignments.</td>
</tr>
<tr>
<td>○ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).</td>
<td></td>
<td>○ Allow student to wear noise buffer device such as headphones to screen out distracting sounds.</td>
<td>○ Read and discuss standard directions several times at start of examination.</td>
<td>○ Alter the size, shape or location of the space provided for answers.</td>
</tr>
</tbody>
</table>

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).
Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student’s understanding of the test process
- administering the test in a small-group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting the readability of the test
- allowing alternative formats, such as webs or key points in place of essays or long answers
- reading test questions
- allowing oral examinations
- allowing students to practise taking similar test questions.
### Sample Text Forms

#### Written Texts
- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

#### Oral Texts
- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- storytelling
- speeches
- rhymes, poetry

#### Multimedia Texts
- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs
**Alternative Learning Activities Menu**

Name: _________________________________    Date: ____________________

Complete three activities to create a horizontal, vertical or diagonal line. If you choose to use the “Your Idea” box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No  Teacher Initials ________________

I agree to complete all three activities by ________________________________ (Date)

<table>
<thead>
<tr>
<th>DEMONSTRATE</th>
<th>PLAN</th>
<th>INTERVIEW</th>
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</table>

<table>
<thead>
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<th>YOUR IDEA</th>
<th>SURVEY</th>
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<thead>
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<th>CREATE</th>
<th>EVALUATE</th>
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<tbody>
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</table>
Sample Independent Study Agreement

Name: | Grade: | Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_______ I will complete all alternative learning activities in my Independent Study Agreement by _________________________________ (date).

_______ I will prepare for and complete the unit’s assessment at the same time as the rest of the class.

_______ I will participate in whole-class activities as the teacher assigns them.

_______ I will keep a daily log of my progress in my Learning Log.

_______ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_______ I will check in with the teacher at the beginning and end of each class period.

_______ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_______ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student’s Signature:

Teacher’s Signature:

**Group Roles Organizer**

Fill in one or more names for the roles below before beginning your group work.

<table>
<thead>
<tr>
<th>Checker:</th>
<th>Timekeeper:</th>
<th>Questioner:</th>
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<tbody>
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<tr>
<th>Recorder:</th>
<th>Reporter:</th>
<th>Encourager:</th>
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<table>
<thead>
<tr>
<th>Materials Manager:</th>
<th>Observer:</th>
<th>Other:</th>
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</table>
Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of Ukrainian
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Ukrainian and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in your own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify factors that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

**Social/Affective Language Learning Strategies**

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful
Language Use Strategies

Interactive Language Use Strategies

- use words from your first language to get meaning across
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошу, я не розумію., raised eyebrows, blank look
- ask for clarification or repetition when you do not understand; e.g., Прошу повторіть., Що ви сказали?
- use other speakers’ words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood
- start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що..., Це означає, що..., Тобто...
- use a simple word similar to the concept to convey the concept, and invite correction; e.g., риба for лосось
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорять?
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., Скажім, Отже, І так, От, Значить, Ну
- use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг for вішак
- repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку..., І так, на ваш погляд..., Ви кажете, що..., Так, як я розумію,...
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?, Чи ти розумієш?
- use suitable phrases to intervene in a discussion; e.g., Щодо (чого), то..., На рахунок (чого)...., Наприклад....
- self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що..., Я намагалася сказати, що..., Я мала на увазі те, що...
Interpretive Language Use Strategies

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive Language Use Strategies

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
General Learning Strategies

Cognitive General Learning Strategies

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- discuss strategies with others to monitor your learning
- take responsibility for planning, monitoring and evaluating your learning experiences
Social/Affective General Learning Strategies

- watch others’ actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities
## Appendix C: Graphic Organizers

<table>
<thead>
<tr>
<th>Graphic Organizer</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How I Contribute to Group Work</td>
<td>C-2</td>
</tr>
<tr>
<td>How I Can Help My Group</td>
<td>C-3</td>
</tr>
<tr>
<td>Activity Reflection</td>
<td>C-4</td>
</tr>
<tr>
<td>Collecting My Thoughts</td>
<td>C-5</td>
</tr>
<tr>
<td>How to Use KWL Charts</td>
<td>C-6</td>
</tr>
<tr>
<td>KWL Chart</td>
<td>C-7</td>
</tr>
<tr>
<td>How to Use a Brainstorming Web</td>
<td>C-8</td>
</tr>
<tr>
<td>Brainstorming Web</td>
<td>C-9</td>
</tr>
<tr>
<td>Idea Builder</td>
<td>C-10</td>
</tr>
<tr>
<td>How to Create a Mind Map</td>
<td>C-11</td>
</tr>
<tr>
<td>Sample Mind Map</td>
<td>C-12</td>
</tr>
<tr>
<td>How to Use Venn Diagrams</td>
<td>C-13</td>
</tr>
<tr>
<td>Venn Diagram</td>
<td>C-14</td>
</tr>
<tr>
<td>Five Senses Wheel</td>
<td>C-15</td>
</tr>
<tr>
<td>Triple T-chart</td>
<td>C-16</td>
</tr>
<tr>
<td>Y-chart</td>
<td>C-17</td>
</tr>
<tr>
<td>Five Ws and HI</td>
<td>C-18</td>
</tr>
<tr>
<td>A Day in the Life</td>
<td>C-19</td>
</tr>
<tr>
<td>How to Use PMI Charts</td>
<td>C-20</td>
</tr>
<tr>
<td>PMI Chart</td>
<td>C-21</td>
</tr>
<tr>
<td>What I Have, What I Need</td>
<td>C-22</td>
</tr>
<tr>
<td>Making a Decision</td>
<td>C-23</td>
</tr>
<tr>
<td>IDEA Decision Maker</td>
<td>C-24</td>
</tr>
<tr>
<td>Consider the Alternatives</td>
<td>C-25</td>
</tr>
<tr>
<td>Influences on Decision Making</td>
<td>C-26</td>
</tr>
<tr>
<td>Goal-setting Organizer 1</td>
<td>C-27</td>
</tr>
<tr>
<td>Goal-setting Organizer 2</td>
<td>C-28</td>
</tr>
<tr>
<td>Goal-setting Organizer 3</td>
<td>C-29</td>
</tr>
<tr>
<td>Goal-setting Organizer 4</td>
<td>C-30</td>
</tr>
</tbody>
</table>
How I Contribute to Group Work

My role in this group is ____________________________

I do my job by:

• ____________________________
• ____________________________
• ____________________________
• ____________________________

I say things like:

The most challenging part of this job is ____________________________.

The best part of this job is ____________________________.

I would rate my performance in the role of ____________________________ as ____________________________.

How I Can Help My Group

Name: __________________________ Date: __________________________

During group work, when someone:

☆ keeps interrupting, I feel __________________________
   I can help make this situation better by __________________________

☆ argues, I feel __________________________
   I can help make this situation better by __________________________

☆ puts down others, I feel __________________________
   I can help make this situation better by __________________________

☆ complains, I feel __________________________
   I can help make this situation better by __________________________

☆ fools around, I feel __________________________
   I can help make this situation better by __________________________

☆ bosses others around, I feel __________________________
   I can help make this situation better by __________________________

☆ doesn’t listen to others, I feel __________________________
   I can help make this situation better by __________________________

☆ is off-topic, I feel __________________________
   I can help make this situation better by __________________________

☆ is very quiet, I feel __________________________
   I can help make this situation better by __________________________

Activity Reflection

Name: ____________________________________________________________

Date: ____________________________________________________________

Activity: _________________________________________________________

<table>
<thead>
<tr>
<th>What did I (we) do?</th>
<th>What were the results?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What could I (we) do now?

What are the most important things I learned from this activity?

How could I use the new information and skills from this activity in the future?

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, Controversy as a Teaching Tool (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.
Collecting My Thoughts

Name: ___________________________ Date: ___________________________

Here is everything I know about _______________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Here are some drawings/pictures of ______________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Here are some questions I have: ________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
How to Use KWL Charts

Step 1  Think about what you already KNOW about your topic. List those facts in the first column.

For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to find out</th>
<th>What I have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can use hand gestures and facial expressions to help the other person understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Don’t be afraid to make mistakes!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2  Think of the kinds of information you WANT to find out. List specific questions in the second column.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to find out</th>
<th>What I have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can use hand gestures and facial expressions to help the other person understand.</td>
<td>- What do I do if I don’t know how to say a word?  - What do I do if I don’t understand what the other person is saying?</td>
<td></td>
</tr>
<tr>
<td>- Don’t be afraid to make mistakes!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 3  LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.

Microsoft Word allows you to create your own chart electronically using the options in the Table menu.
<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>What I want to find out</td>
<td>What I have learned</td>
</tr>
</tbody>
</table>

Name: ___________________________  Date: ___________________________
How to Use a Brainstorming Web

**Step 1** Identify your topic and use it as the title. Write it in the centre of your web.

**Step 2** Identify categories of information and label each of the outer bubbles.

**Step 3** Brainstorm and jot down ideas in each category.
Brainstorming Web

Name: ___________________________      Date: ___________________________
Idea Builder

1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

How to Create a Mind Map

What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

**Step 1**  Identify your topic and write it in the centre of the page. This is the centre of your mind map.

**Step 2**  As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

**Step 3**  Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

**Step 4**  Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.
Sample Mind Map

In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., “What I Want to Know” in a KWL chart.
How to Use Venn Diagrams

**Step 1**
Label each side of the diagram with the name of each item you are comparing.

**Step 2**
Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

**Step 3**
Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

**Step 4**
Think about all the features the items share and write your ideas in the middle of the diagram.

Microsoft Word has a Venn diagram option that lets you create your own Venn diagram electronically.
Five Senses Wheel

Name: ________________________   Date: ________________________

- taste
- sight
- touch
- hearing
- smell

Topic
## Triple T-chart

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title/Topic:</strong> __________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Looks like:</strong></th>
<th><strong>Sounds like:</strong></th>
<th><strong>Feels like:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Five Ws and HI

Name: ___________________________    Date: ___________________________

Topic: ________________________________________________________________

Fill in the chart with questions on your topic that you want to find answers to.

<table>
<thead>
<tr>
<th>Who?</th>
<th>List questions about people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>List questions about things and events.</td>
</tr>
<tr>
<td>Where?</td>
<td>List questions about places.</td>
</tr>
<tr>
<td>When?</td>
<td>List questions about times and dates.</td>
</tr>
<tr>
<td>Why?</td>
<td>List questions about reasons, causes and purposes.</td>
</tr>
<tr>
<td>How?</td>
<td>List questions about the way things happen.</td>
</tr>
<tr>
<td>If?</td>
<td>List questions about things that might happen.</td>
</tr>
</tbody>
</table>
A Day in the Life

Name: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00</td>
<td>School</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00</td>
<td>Afternoon</td>
</tr>
<tr>
<td>18:00</td>
<td>Dinnertime</td>
</tr>
<tr>
<td>22:00</td>
<td>Bedtime</td>
</tr>
</tbody>
</table>
How to Use PMI Charts

**Step 1**  **Plus:** Think about all the advantages and good reasons for making the choice.

**Step 2**  **Minus:** Think about all the disadvantages and the down side of making the choice.

**Step 3**  List any information that is neither positive nor negative as **Interesting**.

Example: A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

### Using the Internet as a Research Tool

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is a lot of information.</td>
<td>• If you do not know how to search well, it can take a long time to find what you need.</td>
<td>• Most teenagers know more about using the Internet than adults!</td>
</tr>
<tr>
<td>• You can look at a number of different sources in a short period of time.</td>
<td>• There is no guarantee that the information you find is accurate or of good quality.</td>
<td>• Anybody can post information on the Internet. There are no rules to follow, no licences, etc.</td>
</tr>
<tr>
<td>• You can do your research in the comfort of your home or classroom.</td>
<td>• The reading level of factual and historical information may be high.</td>
<td></td>
</tr>
</tbody>
</table>

Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.
## PMI Chart

Name: ____________________________ Date: ____________________________

Title: ____________________________

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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What I Have, What I Need

What’s my problem?

What are my choices?
A.  
B.  
C.  

What choice would best meet my needs?

What resources do I have?
1.  
2.  
3.  

What resources do I need?
1.  
2.  
3.  

Step-by-step plan
1.  
2.  
3.  

How can I check my decision?

# Making a Decision

**Issue:** _____________________________  **Option:** _____________________________

<table>
<thead>
<tr>
<th><strong>PROS +</strong></th>
<th><strong>CONS -</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong></td>
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<table>
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<tr>
<th><strong>Feelings:</strong></th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>My new ideas:</strong></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>My decision:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>My reasons for this decision:</strong></th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.
IDEA Decision Maker

**Identify the problem**

____________________________________________________

____________________________________________________

____________________________________________________

**Describe possible solutions**

____________________________________________________

____________________________________________________

____________________________________________________

**Evaluate the potential consequences of each solution**

____________________________________________________

____________________________________________________

____________________________________________________

**Act on the best solution**

____________________________________________________

____________________________________________________

____________________________________________________

How did your IDEA work?
(Evaluate your results.)

____________________________________________________

____________________________________________________

____________________________________________________
Consider the Alternatives

Decision-making situation or conflict to be resolved: __________________________

Option: ______________________

Possible consequences: ______

____________________

____________________

____________________

____________________

Option: ______________________

Possible consequences: ______

____________________

____________________

____________________

____________________

Option: ______________________

Possible consequences: ______

____________________

____________________

____________________

____________________

Option: ______________________

Possible consequences: ______

____________________

____________________

____________________

____________________
Influences on Decision Making

Decision to be made

Family

Peers

Values

Cultural beliefs

Questions you need to ask to help you make this decision

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Goal-setting Organizer 1

Name: ____________________________ Date: ____________________________

My goal is ______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

I am choosing this goal because
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

To reach this goal I will:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

It will take me _____ days to reach my goal.

Did I reach my goal? □ yes □ almost □ no

Why or why not? __________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
# Goal-setting Organizer 2

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>My goal is to ...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>I chose this goal because ...</td>
</tr>
<tr>
<td><strong>Action plan</strong></td>
<td>To reach this goal, I will ...</td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td>How will I know if I am successful?</td>
</tr>
<tr>
<td><strong>Self-reflection</strong></td>
<td>What would I do differently?</td>
</tr>
</tbody>
</table>

**Is your goal:**
- [ ] specific?
- [ ] measurable?
- [ ] achievable?
- [ ] realistic?
- [ ] time-based?
Goal-setting Organizer 3

Name: ___________________________  Date: ___________________________

**Goal Planning: Start Small**

My long-term goal is to ____________________________________________ by _____________________________

The smaller steps that will help me reach this goal are:

<table>
<thead>
<tr>
<th>Short-term Goal A</th>
<th>Short-term Goal B</th>
<th>Short-term Goal C</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

To reach this goal, I will:

- __________________________
- __________________________
- __________________________
by __________________________

To reach this goal, I will:

- __________________________
- __________________________
- __________________________
by __________________________

To reach this goal, I will:

- __________________________
- __________________________
- __________________________
by __________________________

I will know I have reached my long-term goal when __________________________

________________________________________________________

________________________________________________________
Goal-setting Organizer 4

What Can Affect Your Goals?

Name: ___________________________  Date: ___________________________

Goal

Personal commitment

Personal habits

Support of others

Personal resources (including skills)
### Appendix D: Assessment Blackline Masters

<table>
<thead>
<tr>
<th>Assessment Blackline Masters</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment Checklist</td>
<td>D–2</td>
</tr>
<tr>
<td>Self-assessment Rating Scale</td>
<td>D–4</td>
</tr>
<tr>
<td>Peer-assessment Checklist</td>
<td>D–6</td>
</tr>
<tr>
<td>Self-assessment Checklist and Goal Setting</td>
<td>D–8</td>
</tr>
<tr>
<td>Long-term Goal Setting</td>
<td>D–10</td>
</tr>
<tr>
<td>Anecdotal Notes</td>
<td>D–12</td>
</tr>
<tr>
<td>Observation Checklist</td>
<td>D–14</td>
</tr>
<tr>
<td>Checklist and Comments 1</td>
<td>D–16</td>
</tr>
<tr>
<td>Checklist and Comments 2</td>
<td>D–18</td>
</tr>
<tr>
<td>Rating Scale 1</td>
<td>D–20</td>
</tr>
<tr>
<td>Rating Scale 2</td>
<td>D–22</td>
</tr>
<tr>
<td>Rating Scale 3</td>
<td>D–24</td>
</tr>
<tr>
<td>Rubric</td>
<td>D–26</td>
</tr>
<tr>
<td>Rubric and Checklist</td>
<td>D–28</td>
</tr>
</tbody>
</table>
Self-assessment Checklist

<table>
<thead>
<tr>
<th>Я можу …</th>
<th>Так!</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk about how Ukrainian and English words are sometimes similar</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>tell when someone has not understood what I have said</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>use gestures to help make myself understood</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>ask for help when I am stuck</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>make mistakes in Ukrainian and not get discouraged</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>check my work over to fix mistakes</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Note: This sample self-assessment checklist allows students to indicate their ability to perform various criteria.
# Self-assessment Checklist

<table>
<thead>
<tr>
<th>Ім’я:</th>
<th>Класа:</th>
<th>Дата:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Я можу ...</td>
<td>Так!</td>
<td>Ще ні</td>
</tr>
<tr>
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<td></td>
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</tbody>
</table>
### Self-assessment Rating Scale

**Ім'я:** Sophia  
**Класа:** 7  
**Дата:** 22-e квітня

<table>
<thead>
<tr>
<th>Я можу</th>
<th>ніколи</th>
<th>деколи</th>
<th>звичайно</th>
<th>завжди</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell someone I'm happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tell someone I'm sad</td>
<td></td>
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<tr>
<td>tell someone I'm angry</td>
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<tr>
<td>tell someone I'm tired</td>
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<tr>
<td>show someone I'm surprised</td>
<td></td>
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</table>

**Note:** All criteria in this sample address outcome A–2.2a. This self-assessment rating scale demonstrates how students can assess their performance as it relates to this particular outcome. The teacher decides whether or not to follow up with other activities, such as goal setting.
Self-assessment Rating Scale

Ім'я: ____________________________  Клас: ____________________________  Дата: ____________________________

Я можу   ніколи   деколи   звичайно   завжди

• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
Peer-assessment Checklist

Ім'я: Nicole  Клас: 7  Дата: 14-е лютого
Ім'я напарника/напарниці: Janelle  Вправа: Іменний вірш

Мій напарник/моя напарниця може …

<table>
<thead>
<tr>
<th></th>
<th>Так!</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
<tr>
<td>write a descriptive word in Ukrainian for each letter in her name</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>write descriptive words that are positive and describe her well</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>use a dictionary and the word wall to find words to use</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>use a dictionary to check the spelling of the words she used</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>draw pictures that match the descriptive words she used</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Мені подобається: you picked really good Ukrainian words to describe yourself—some of them were from our new vocabulary list.

Ти можеш поправити: checking your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This peer-assessment checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.
### Peer-assessment Checklist

<table>
<thead>
<tr>
<th>Ім’я:</th>
<th>Клас:</th>
<th>Дата:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ім’я напарника/напарниці:</td>
<td>Вправа:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Мій напарник/моя напарниця може …</th>
<th>Так!</th>
<th>Ще ні</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Мені подобається:</th>
<th>____________________________________________</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ти можеш поправити:</th>
<th>____________________________________________</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Я можу…</td>
<td>Так!</td>
</tr>
<tr>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>say hello and goodbye</td>
<td>✔</td>
</tr>
<tr>
<td>listen to other people’s opinions</td>
<td>✔</td>
</tr>
<tr>
<td>sing “Многії літа”</td>
<td>✔</td>
</tr>
<tr>
<td>get along with group members</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Note:** This self-assessment checklist and goal-setting sheet allows students to assess their abilities and set goals for improvement.
### Self-assessment Checklist and Goal Setting

<table>
<thead>
<tr>
<th>Ім'я:</th>
<th>Кляса:</th>
<th>Дата:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Я можу …</th>
<th>Так!</th>
<th>Ще ні</th>
<th>Що я буду робити далі ...</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Long-term Goal Setting

Ім'я: Douglas
Класа: 7
Дата: 1-е лютого

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Ukrainian.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Ukraine.

To achieve this goal, I will: research Ukraine on the Internet and ask my neighbour, Mrs. Boyko, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Ukraine and, maybe, showing a movie.

My parents can help me by: buying me a book on Ukraine for my birthday and taking me to Ukraine on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students’ learning logs.
Long-term Goal Setting

Ім'я: ____________________________ Класс: ___________ Дата: __________________

Goal #1:

By the end of this term, I would like to: __________________________________________

______________________________________________________________________________

To achieve this goal, I will: ______________________________________________________

______________________________________________________________________________

My teacher can help me by: _____________________________________________________

______________________________________________________________________________

My parents can help me by: _____________________________________________________

______________________________________________________________________________

Goal #2:

By the end of this term, I would like to: __________________________________________

______________________________________________________________________________

To achieve this goal, I will: ______________________________________________________

______________________________________________________________________________

My teacher can help me by: _____________________________________________________

______________________________________________________________________________

My parents can help me by: _____________________________________________________

______________________________________________________________________________
### Anecdotal Notes

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Activity</th>
<th>Outcome (Grade 7)</th>
<th>Yes</th>
<th>Not Yet</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michel</td>
<td>Jan. 8</td>
<td>Simon Says</td>
<td>LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations</td>
<td></td>
<td>✓</td>
<td>Seemed to understand the directions but mixed up the sequence.</td>
</tr>
<tr>
<td>Josh</td>
<td>Jan. 8</td>
<td>Simon Says</td>
<td>LC–2.1a understand a variety of short, simple oral texts in guided and unguided situations</td>
<td></td>
<td>✓</td>
<td>Made some errors; followed some commands correctly; will do more review of vocabulary.</td>
</tr>
<tr>
<td>Ali</td>
<td>Jan. 15</td>
<td>Group discussion</td>
<td>A–3.3a check for agreement and understanding</td>
<td>✓</td>
<td></td>
<td>Consistently and accurately used praise-giving vocabulary.</td>
</tr>
<tr>
<td>Janna</td>
<td>Jan. 15</td>
<td>Small group discussion</td>
<td>A–3.3b express disagreement in an appropriate way</td>
<td></td>
<td>✓</td>
<td>Sometimes spoke negatively about other group members’ contributions.</td>
</tr>
<tr>
<td>Marika</td>
<td>Jan. 17</td>
<td>Small group discussion</td>
<td>A–3.3b express disagreement in an appropriate way</td>
<td></td>
<td>✓</td>
<td>Unproductive today. Will discuss with her after class. Check again next class.</td>
</tr>
<tr>
<td>Marika</td>
<td>Jan. 25</td>
<td>Small group discussion</td>
<td>A–3.3b express disagreement in an appropriate way</td>
<td>✓</td>
<td></td>
<td>New group; much better today. More effort and focus on giving praise.</td>
</tr>
<tr>
<td>Michel</td>
<td>Jan. 25</td>
<td>Vocabulary review</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td></td>
<td>✓</td>
<td>Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.</td>
</tr>
</tbody>
</table>

**Note:** This form of anecdotal notes allows teachers to gather information about several different students regarding their performance related to different learning outcomes at different times. In this sample, whenever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity that addressed the same learning outcome. The information provided by using this type of tool can be used to modify future instruction or to discuss students’ learning.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Activity</th>
<th>Outcome</th>
<th>Yes</th>
<th>Not Yet</th>
<th>Comments</th>
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<tbody>
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</tbody>
</table>
## Observation Checklist

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Activity</th>
<th>Outcome (Grade 8)</th>
<th>Student demonstrates that he or she has met the outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leesa</td>
<td>Sept. 23</td>
<td>Singing traditional Ukrainian songs</td>
<td>A–6.1a use Ukrainian for fun and to understand and express simple humour</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Marc</td>
<td>Sept. 23</td>
<td>Singing traditional Ukrainian songs</td>
<td>A–6.1a use Ukrainian for fun and to understand and express simple humour</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Andreas</td>
<td>Sept. 23</td>
<td>Singing traditional Ukrainian songs</td>
<td>A–6.1a use Ukrainian for fun and to understand and express simple humour</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Maya</td>
<td>Oct. 1</td>
<td>Doing a vocabulary word search based on fashion</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Jack</td>
<td>Oct. 1</td>
<td>Doing a vocabulary word search based on fashion</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Cole</td>
<td>Oct. 10</td>
<td>Doing a vocabulary word search based on fashion</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Maya</td>
<td>Oct. 10</td>
<td>Doing a vocabulary word search based on fashion</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Philip</td>
<td>Oct. 10</td>
<td>Doing a vocabulary word search based on fashion</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Simone</td>
<td>Oct. 25</td>
<td>Creating a personal dictionary</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Yes ✗ Not Yet</td>
</tr>
<tr>
<td>Jack</td>
<td>Oct. 27</td>
<td>Creating a personal dictionary</td>
<td>LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Yes ✗ Not Yet</td>
</tr>
</tbody>
</table>

**Note:** In cases where the student does not demonstrate a particular outcome, the teacher should plan an appropriate intervention.
## Observation Checklist

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Activity</th>
<th>Outcome</th>
<th>Student demonstrates that he or she has met the outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Not Yet</td>
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<td>Yes</td>
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<td>Yes</td>
<td>Not Yet</td>
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</tbody>
</table>
### Checklist and Comments 1

| Grade: 7 | Date: May 3 | Activity: Individual Q and A |

**Specific Outcome:** S–2.3a identify and use a variety of productive strategies to enhance language use

<table>
<thead>
<tr>
<th>Student Names:</th>
<th>Has met the outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Al</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Freddie</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Kevin</td>
<td>No ☐ Yes ☑️</td>
</tr>
<tr>
<td>Marissa</td>
<td>No ☐ Yes ☑️</td>
</tr>
<tr>
<td>Sheryl</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Abe</td>
<td>No ☐ Yes ☑️</td>
</tr>
<tr>
<td>Elise</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Johanna</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Lydia</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Franco</td>
<td>Yes ☑️ No ☐</td>
</tr>
</tbody>
</table>

**Notes for future planning:** Do a role-play activity in which we talk about productive strategies students can use when speaking Ukrainian; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs, rhymes or media, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

**Note:** This checklist and comments tool demonstrates how a teacher can gather information on several students’ performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.
Checklist and Comments 1

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Date:</th>
<th>Activity:</th>
</tr>
</thead>
</table>

Specific Outcome:  

______________________________________________________________________________
______________________________________________________________________________
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Student Names:  

<table>
<thead>
<tr>
<th></th>
<th>Has met the outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
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</table>

Notes for future planning:  

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# Checklist and Comments 2

| Grade: 8 | Date: October 5 | Activity: Telephone call, personal note or e-mail message (an invitation to go shopping) |

**Specific Outcome(s):** A–4.1a use routine means of interpersonal communication; e.g., telephone calls, personal notes, e-mail messages; LC–1.1a reproduce the pronunciation of familiar and unfamiliar words; LC–1.2a recognize and use spelling rules and mechanical conventions correctly with familiar words and phrases; LC–1.3a use a range of words and phrases within a variety of lexical fields.

**Lance can:**

(Student name)

- invite, either orally or in writing, a friend to go shopping  
- accept and/or reject an invitation  
- pronounce words comprehensibly  
- use intonation to express inquiry  
- use appropriate vocabulary related to shopping  
- spell familiar words correctly  
-  
-  

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>□</td>
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<tr>
<td>☑</td>
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<td>☑</td>
<td>□</td>
</tr>
<tr>
<td>☑</td>
<td>□</td>
</tr>
</tbody>
</table>

**Done well:** Seems to have a good understanding of the vocabulary.

**Could improve:** Seems not to understand intonation and how it can affect meaning.

**Note:** This checklist and comments tool demonstrates how a teacher can record information about student performance against several criteria. The teacher could use this checklist to check student performance partway through a task, such as a telephone conversation.
Checklist and Comments 2

Grade: Date: Activity:

Specific Outcome(s): ___________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

(can: (Student name) __________________________________________________________
____________________________________________________________________________
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Done well: _________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Could improve: ______________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Rating Scale 1

Grade: 9  Date: March 10  Activity: Group discussion

Specific Outcome: A–3.3a elaborate on or clarify another group member's contribution

Student meets the outcome:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Reluctantly</th>
<th>Hesitantly</th>
<th>Willingly</th>
<th>Enthusiastically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy</td>
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<td>David</td>
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<td>Raj</td>
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<tr>
<td>Sunita</td>
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<tr>
<td>Alicia</td>
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<tr>
<td>Kendra</td>
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<td>Taylor</td>
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<tr>
<td>Billy</td>
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<td>Dimitri</td>
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<td>Kim</td>
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<td>Tim</td>
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<td>Tania</td>
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<td>George</td>
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<td>Hannah</td>
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<tr>
<td>Wes</td>
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</tbody>
</table>

Note: This sample rating scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.
### Rating Scale 1

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Date:</th>
<th>Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Specific Outcome: 

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**Student meets the outcome:**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Reluctantly</th>
<th>Hesitantly</th>
<th>Willingly</th>
<th>Enthusiastically</th>
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</tbody>
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Ukrainian Language and Culture 9Y Guide to Implementation, Grade 7
©Alberta Education, Alberta, Canada 2010
Rating Scale 2

Grade: 7  Date: November 12  Activity: My Budget

Specific Outcome(s): A–1.1a provide information on several aspects of a topic; LC–1.2a recognize and use spelling rules and mechanical conventions correctly with familiar words; LC–1.3a use a range of words and phrases within a variety of lexical fields; LC–3.2a produce a variety of short, simple written texts in guided situations; S–2.3a identify and use a variety of productive strategies to enhance language use

Student Name: Tania

Criteria: | Never | Sometimes | Usually | Always |
--- | --- | --- | --- | --- |
was able to share basic information about his or her school supplies and clothing needs |  |  |  | |
identified the types of stores where items can be purchased |  |  |  | |
used words relevant to a budget |  |  |  | |
wrote words and phrases clearly and correctly |  |  |  | |
used a dictionary to find new words related to shopping |  |  |  | |
used illustrations to provide relevant details about his or her budget |  |  |  | |

Note: This sample rating scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.
Rating Scale 2

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Date:</th>
<th>Activity:</th>
</tr>
</thead>
</table>

Specific Outcome(s): ________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Student Name: ____________________________

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Never</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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</table>
### Rating Scale 3

**Grade:** 8  
**Date:** March 10  
**Activity:** Reading aloud a short text in Ukrainian

**Specific Outcome(s):** LC–1.1a reproduce the pronunciation of familiar and unfamiliar words

**Levels of performance and corresponding criteria:**

- ★★★★★ Demonstrated **excellent** pronunciation on all words—no errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a few errors
- ★★ Demonstrated **acceptable** pronunciation on most words—several errors but still comprehensible
- ★ Demonstrated **lots** of errors—mostly incomprehensible

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Rating</th>
<th>Name of Student</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saresh</td>
<td>★★★★★</td>
<td></td>
<td>★★★★★</td>
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<tr>
<td>Derek</td>
<td>★★★★★</td>
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<td>★★★★★</td>
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<tr>
<td>Crystal</td>
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<td></td>
<td>★★★★★</td>
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<tr>
<td>Dakota</td>
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<td>★★★★★</td>
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<tr>
<td>Ellen</td>
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<tr>
<td>Troy</td>
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<tr>
<td>Jonathan</td>
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<tr>
<td>Sam</td>
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<tr>
<td>Jim</td>
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<tr>
<td>Sal</td>
<td>★★★★★</td>
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<tr>
<td>Rebecca</td>
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<td>★★★★★</td>
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<tr>
<td>Steven</td>
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<tr>
<td>Polly</td>
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</tr>
</tbody>
</table>

**Note:** This rating scale provides an example of how a teacher can quickly indicate student performance levels as they relate to one outcome.
Rating Scale 3

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Date:</th>
<th>Activity:</th>
</tr>
</thead>
</table>

Specific Outcome(s): __________________________________________
________________________________________________________________
________________________________________________________________

Levels of performance and corresponding criteria:

★★★★

★★★

★★

★

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Name of Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★ ★★ ★★</td>
<td>★★ ★★ ★★</td>
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</tbody>
</table>
# Rubric (Grade 7)

**Name:** Jeanne  
**Date:** October 17  
**Activity:** Conversation — making plans with a friend

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Limited</th>
</tr>
</thead>
</table>
| Content  
A–3.2a  
state personal actions in a variety of situations                  | Correctly states personal actions in the future.                         | Mostly correctly states personal actions in the future. The occasional error does not interrupt the message. | Somewhat correctly states personal actions in the future. The message is understandable. | Incorrectly states personal actions in the future. The overall message is difficult to understand. |
| Phonology  
LC–1.1a  
identify and reproduce some critical sound distinctions that are important for meaning | Always identifies and reproduces some critical sound distinctions that are important for meaning. | Usually identifies and reproduces some critical sound distinctions that are important for meaning. The occasional error does not interrupt the message. | Sometimes identifies and reproduces some critical sound distinctions that are important for meaning. Although there are several errors, the overall message is still understandable. | Rarely identifies and reproduces some critical sound distinctions that are important for meaning. The overall message is difficult to understand. |
| Lexicon  
LC–1.3a  
use a range of words and phrases within a variety of lexical fields | Uses an extensive range of words related to making plans with a friend. | Uses a broad range of words related to making plans with a friend. | Uses a basic range of words related to making plans with a friend. | Uses a limited range of words related to making plans with a friend. |

**Note:** This rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Limited</th>
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<tbody>
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</table>
**Name:** Ellen  
**Date:** November 14  
**Activity:** Telephone conversation/e-mail messages/blog entry about going to a restaurant

### Outcome

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content A–3.2a state personal actions in a variety of situations</td>
<td>Correctly states personal actions in a variety of situations.</td>
<td>Mostly correctly states personal actions in a variety of situations. The occasional error does not interrupt the message.</td>
<td>Somewhat correctly states personal actions in a variety of situations. The message is understandable.</td>
<td>Incorrectly states personal actions in a variety of situations. The overall message is difficult to understand.</td>
</tr>
<tr>
<td>Phonology LC–1.1a identify and reproduce some critical sound distinctions that are important for meaning</td>
<td>Consistently identifies and reproduces some critical sound distinctions that are important for meaning.</td>
<td>Frequently identifies and reproduces some critical sound distinctions that are important for meaning. The occasional error does not interrupt the message.</td>
<td>Sometimes identifies and reproduces some critical sound distinctions that are important for meaning. Although there are several errors, the overall message is still understandable.</td>
<td>Rarely identifies and reproduces some critical sound distinctions that are important for meaning. The overall message is difficult to understand.</td>
</tr>
<tr>
<td>Orthography LC–1.2a recognize and use spelling rules and mechanical conventions correctly with familiar words</td>
<td>Correctly uses spelling rules and mechanical conventions.</td>
<td>Mostly correctly uses spelling rules and mechanical conventions. The occasional error does not interrupt the message.</td>
<td>Somewhat correctly uses spelling rules and mechanical conventions. Although there are several errors, the overall message is still understandable.</td>
<td>Does not use spelling rules and mechanical conventions correctly. The overall message is difficult to understand.</td>
</tr>
<tr>
<td>Lexicon LC–1.3a use a range of words and phrases within a variety of lexical fields</td>
<td>Uses an extensive range of words related to restaurants and eating out.</td>
<td>Uses a broad range of words related to restaurants and eating out.</td>
<td>Uses a basic range of words related to restaurants and eating out.</td>
<td>Uses a limited range of words related to restaurants and eating out.</td>
</tr>
</tbody>
</table>

### Work habits

- [ ] worked independently
- [ ] worked with some assistance
- [ ] worked with minimal assistance
- [ ] required constant supervision and assistance

**Note:** This rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student’s performance according to specific outcomes, as well as information about a student’s work habits. When a student demonstrates a performance that is below the acceptable level, the teacher can determine why the student did not perform at an acceptable standard and provide a plan for future improvement.
# Rubric and Checklist

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Limited</th>
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</tbody>
</table>

**Work habits**

- [ ] worked independently
- [ ] worked with minimal assistance
- [ ] worked with some assistance
- [ ] required constant supervision and assistance


