



Chapter 9

Grade Level Samples

Chapter Summary

Introduction
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Reading the Grade Level Samples

Introduction

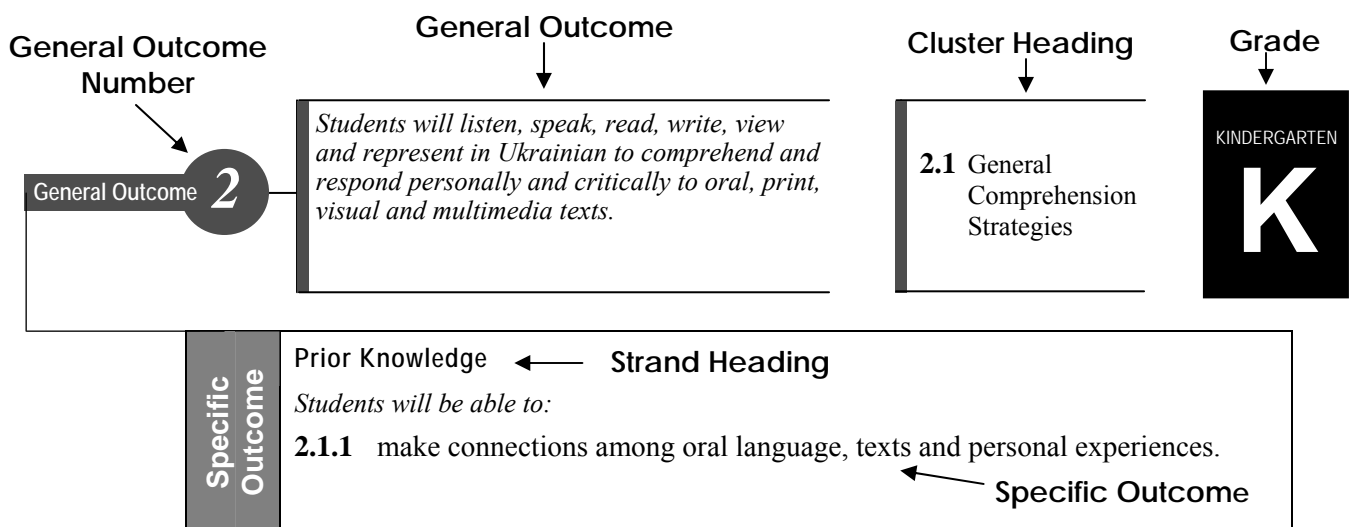
The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies.

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.

Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. 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 seven general outcomes. Such integration motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Grade Level Samples



Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Trip

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

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

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

Suggestions for assessment appear under the heading **Sample Assessment Strategies**.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

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

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make connections among oral language, texts and personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make connections among oral language, texts and personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences/Portfolios

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

Suggested materials and teaching and learning resources appear under the heading **Sample Resources**.

SAMPLE RESOURCES

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

Grade 1 Example of the Ukrainian Language Arts Guide to Implementation

General Outcome	1	Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.
Specific Outcome	Express Ideas	<p>Students will be able to:</p> <p>1.1.1 express personal experiences and familiar events.</p>

1.1 Discover and Explore	1	GRADE
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SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Personal Experiences

Students draw pictures to illustrate personal experiences. Drawings are first shared with a partner, then in the sharing circle. Students should practise how to clarify and ask questions. Alternatively, have students share and compare, using the five senses. Students share their experiences on a topic based on the five senses.

Extension: Students relate a personal experience during show and tell; e.g., they bring and share photographs from home depicting an experience. They can use П'ять питань (Хто? Що? Де? Коли? Чому?) as a guide in deciding what to share.

Relating to Stories

After listening to a story, e.g., *У зоопарку*, students discuss their own related experiences and draw pictures of their experiences; e.g., a trip to the zoo.

Alternative Activity: After reading the story *Я боюся*, students discuss what they are afraid of, using the pictures from the story as proof.

Book About Me

Students each create a "Book About Me." They add illustrations or photographs to support the text, then present it to the class and share; e.g.,

Усе про мене

Моє ім'я _____
Моя адреса _____
Моє число телефону _____

Sentence Starters

During oral group or circle time, students are given sentence starters to complete, based on the theme or topic; e.g.,

- Моя улюблена іграшка...
- Мій улюблений овоч...
- На сніданок мені подобається їсти...
- У зоопарку моя улюблена тварина...

GRADE	Specific Outcome	Express Ideas
1		<p>Students will be able to:</p> <p>1.1.1 express personal experiences and familiar events. (continued)</p>

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express personal experiences and familiar events?

Anecdotal Notes

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

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express personal experiences and familiar events (see sample blackline master in Appendix E: Observation Checklist).

Show and Tell (Покажи й розкажи)

Правила для Покажи й розкажи	
Промовець	<ul style="list-style-type: none"> • принеси якийсь цікавий предмет чи виріб, що ти зробив/ла • принеси даний предмет тільки один раз • підготуй три речі, які ти хочеш сказати • говори так, щоб кожен міг почути • передай предмет чи вироблену річ навколо
Слухач	<ul style="list-style-type: none"> • покажи зацікавлення, слухаючи промовця • будь уважним/ою • запитуй питання по темі • скажи щось гарне (Thompson 1995)

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.
- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «У зоопарку», с. 23–32.
- *Нова 1: Діалоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.