



Chapter 9

Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Grade Level Samples

Introduction

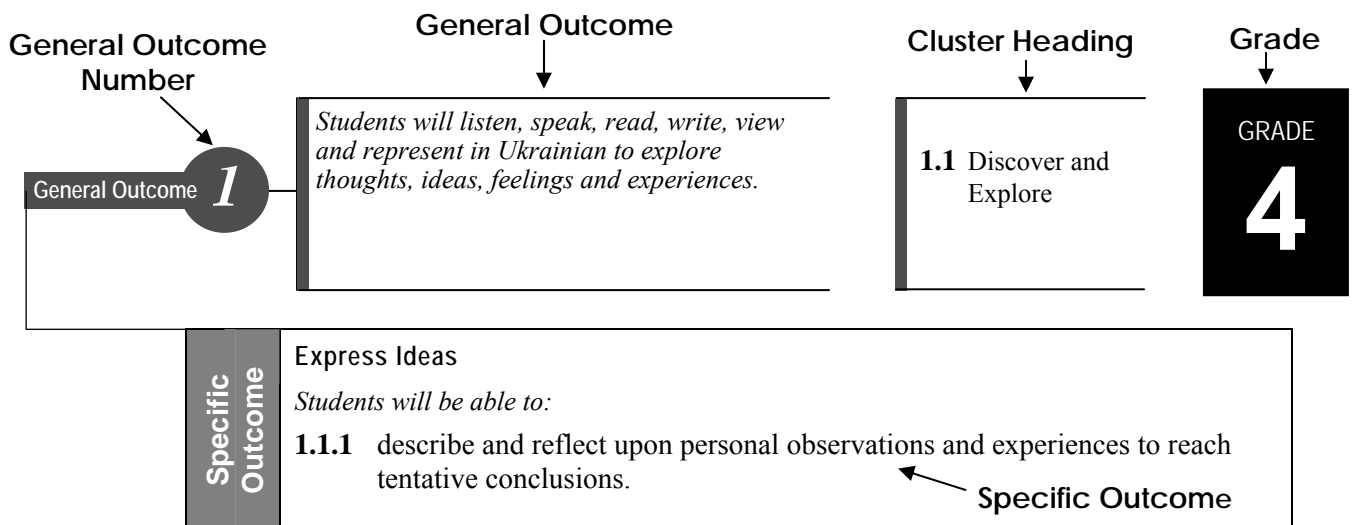
The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students,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

Respond, Discuss and Draw Conclusions

Have students experience various texts; e.g., Ukrainian posters, cartoons, advertisements, comic strips, stories, media texts or videos. Students can share their personal responses in various ways; e.g.,

- discuss, using prompts in Ukrainian provided by the teacher
- sketch their observations and share them with a partner
- write in their journals about their favourite parts, using sentence starters.

Have students discuss their responses and draw conclusions about the text.

Extension: After watching a play or school performance, students talk about what was appealing or meaningful to them and draw conclusions about the performance; e.g.,

- Мені подобалося...
- Мені було цікаво...
- Мені найбільше подобалося...

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

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe and reflect upon personal observations and experiences to reach tentative conclusions?

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 describe and reflect upon personal observations and experiences to reach tentative conclusions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Conferences

Conference with students to discuss their skills in making appropriate observations and drawing conclusions. Provide feedback and encouragement to help students describe and reflect with confidence.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Portfolios

Have students include in their portfolios assignments, Y-charts, activities and materials reflecting their personal observations, experiences and abilities to draw conclusions.

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

SAMPLE RESOURCES

- *Читаймо разом. Чарівні казки.* Haddock, P. Київ: Махаон–Україна, 1999.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Y-chart (see sample blackline master in Appendix D).

Grade 4 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.

1.1 Discover and Explore

GRADE 4

Specific Outcome
Express Ideas
Students will be able to:
1.1.1 describe and reflect upon personal observations and experiences to reach tentative conclusions.

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Prediction Chart

Students work in small groups to complete a prediction chart before reading a story. They predict what characters may be like or what the plot is by studying pictures in the story; e.g.,

Зміст	Що я думаю	Що сталося

Y-chart

Model how to use a Y-chart to record and reflect upon personal observations, experiences and conclusions. Students work in small groups to record their experiences and ideas on a Y-chart as a follow-up to a field trip; e.g.,



GRADE 4

Specific Outcome
Express Ideas
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1.1.1 describe and reflect upon personal observations and experiences to reach tentative conclusions. (continued)

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