STAGE I:
MODEL ASSESSMENTS
FOR SPANISH
GRADES K-5
Communication

**Expectation #1:** Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

**Benchmark:** Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.

**Stage I (K-5)**

**Mode(s) of Communication:** Interpersonal (speaking, listening)

**Description:** Students will practice giving directions by acting out a scenario in which they tell a new student how to get to school. Divide the students into teams and give each student a grid with marks denoting locations of the house and the school. Students will practice giving directions to their teammates who trace on their grids the path described to them and mark the destination (the school) with a star. All students should be given the opportunity to give and receive directions. You can use any large-grid graphing paper for this exercise.

**Prompt:** A new boy has moved into your neighborhood and he has asked you to give him directions on how to get to school from his house. You get to choose the location of the house and the school. The, you describe to your teammates in Spanish how to get from one location to the next by using directional words (up, down, north, south, east, west, left, or right) and the number of boxes. When all of your teammates have arrived at school based on your directions, they will mark a star on the school.

**Grading:** Use the holistic speaking rubric to grade students who give the directions. Use the holistic listening rubric to grade students who follow the directions.
Communication

**Expectation #2:** Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target language.

**Benchmark:** Comprehend main ideas of age-appropriate oral narratives such as personal anecdotes, familiar children’s stories, and other narratives based on familiar themes.

**Stage I (K-5)**

**Mode(s) of Communication:** Interpretive (listening)

**Description:** The students listen to a familiar repetitive story such as “Brown Bear, Brown Bear What Do You See?” (Bill Martin Jr. and Eric Carle) in Spanish. They then practice reciting/repeating the story and answering questions in the target language.

**Prompt:** Listen to the story “Brown Bear, Brown Bear, What do you See?” Listen to your teacher and recite/repeat the story in Spanish. Then answer the questions below.

**Questions:**
- ¿De qué color es el oso?
- ¿Qué animal sigue al oso?
- ¿Qué ve el caballo?
- ¿Qué ve la maestra?

**Grading:** Students will be given 5 points for the correct response to each of the questions.
Communication

Expectation #3: Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

Benchmark: Prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.

Stage I (K-5)

Mode(s) of Communication: Presentational (writing, speaking)

Description: The student will create and illustrate a children’s book in the form of a story pyramid. Using strategies from Thinking Works for Early Elementary and Middle School Teachers (Carr, E., L. Aldinger, & J. Patberg, 1999), students will write and illustrate a story about their family. To prepare them for the assessment, begin by using a semantic map, a visual representation of linked ideas about a topic. Ask students to draw a circle with the word “family” in the middle and then list family members around it in the target language. Next students should create a concept circle, a vocabulary strategy that will help them understand the meaning of words by relating them to one another. Students should use a circle divided into four equal parts from the vocabulary developed in the semantic map. Have them draw three family members and write their names in three of the four circles. In the fourth circle ask them to draw someone who is not a family member, e.g Madre, Padre, Hermano, Maestro and cross out the non-family member.

Next students will create a story pyramid. On the first line they write the topic/or main character. On line two, they write two words describing the topic. On line three, they write down the situation. On line four, they write four words stating a problem. On line five, they list five words that describe an emotion. On line six, they describe a problem. On line seven, they write a solution.

Prompt: It is the first week of school. To get to know your classmates, write a short story about your family and share it with others. Then listen to their stories. Follow the steps your teacher gives to help you shape your story.
1. Familia
2. Es grande.
3. Mi casa pequeña.
4. Viven padres hermanos yo.
5. Yo amo a mi familia.
6. En mi casa hay un baño
7. Necesitamos otro baño en mi casa pequeña

Grading: First grade the concept circle by awarding 5 points for each section. Grade the story pyramid by awarding 3 points for every line, for a total of 21 points.
Example of a semantic map.
Story Pyramid

1. ________

2. ________ ________

3. ________ ________ ________

4. ________ ________ ________ ________

5. ________ ________ ________ ________ ________

6. ________ ________ ________ ________ ________ ________

7. ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ __ culp
**Cultures and Comparisons**

**Expectations #5:** Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language cultures and compare them with their own.

**Benchmark:** Observe, identify, or discuss simple patterns of behavior in various familiar settings of the cultures studied such as school, family, and community and compare them with their own.

**State I (K-5)**

**Mode(s) of Communication:** Interpersonal (speaking)

**Description:** Give students a series of pictures of American students greeting each other at a party. Then show similar pictures of students in Spanish-speaking countries greeting each other. Students will create a Venn diagram listing the similarities and differences between greetings in both countries. Then they will act out greetings in both countries in pairs or small groups.

**Prompt:** Look at pictures of students greeting each other in both the U.S. and a Spanish-speaking country. Discuss with your teacher the similarities and differences between greetings in both countries. Then in pairs or groups, create a role play in which you greet one another in Spanish.

**Grading:** Use the holistic speaking rubric. Integrate elements of culturally correct gestures and language.
Cultures and Comparisons

Expectation #6: Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

Benchmark: Identify and describe tangible cultural products such as toys, clothing, types of dwellings, and foods and compare them with those of their own.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Students will listen to or read a passage in Spanish about students from the U.S. and Mexico and what they eat for breakfast. Show pictures or the actual items to students as they do the exercise. Then have students create a role play about eating breakfast in both countries. One group will act out a typical American breakfast and the other will act out a typical Mexican breakfast. In preparation for the role play, students can create a menu with Mexican food items on one side and American food items on the other.

Prompt: Listen to or read the following information concerning breakfast in the U.S. and Mexico. Then role play what each student eats in the U.S. and Mexico.

Pregunta: Pablo, ¿cómo son las comidas en los Estados Unidos?
Respuesta: En general los desayunos son a las siete de la mañana y hay huevos, pan tostado, jugo de fruta, y café.

Pregunta: Y, ¿en México cómo son los desayunos?
Respuesta: En general los desayunos son a las siete también. Hay huevos con chorizo, frijoles, queso, tortillas, papaya o fruta fresca, y café con leche.

Now it is your turn to act out a typical breakfast scene as it is in the U.S. and in Mexico. To prepare for the role play, first create a menu with both American and Mexican foods on it. You can be creative and include lots of pictures. Then work with a partner to create the two scenes. Remember to think about the differences between practices and foods in the two countries.

Grading: Use the holistic speaking rubric with elements of culturally appropriate gestures to grade the role play. Use the visuals and artwork rubric to grade the menus.
Cultures and Comparisons

**Expectation #7:** Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

**Benchmark:** Identify and discuss artwork, crafts, or media products enjoyed or made by their peer group within the cultures studied.

**Stage I (K-5)**

**Mode(s) of Communication:** Interpretive (listening); presentational (writing)

**Description:** Show students pictures of craft items from Mexico in preparation for their own staging of a mercado de artesanía. Students will identify and categorize the objects as either toys or household items. After building the context and working with vocabulary, students will create items for their own market. Students will choose an object to create (e.g. a bolero), gather the materials to make it, and construct the item (list the materials needed to make a particular object on the board).

You will provide directions on how to create the item in Spanish.

Example: A bolero
1. Decorate cup.
2. Sand down stick
3. Put a tack through the bottom of the cup and attach to stick.
4. Cut string 12 inches long.
5. Put the string through a ball and attach to the stick.
6. Try out the game by trying to put the ball inside the cup.

After completing the market item, students should create an advertisement saying why people should buy it.

**Prompt:** You and your classmates are preparing items for a mercado de artesanía. Together you will decide which item to make based on examples you saw in the pictures. After listing the necessary materials, you will work with a partner to create the item. Be creative and make sure your object works. When you are finished making the item, design a small poster advertisement saying why people should buy your object. Be creative!

**Grading:** Use the listening rubric to grade students’ ability to follow instructions. Use the visuals and artwork rubric to grade the students’ object/posters. To master this objective students’ poster must contain all the items listed above. In addition, the toy must work.
Cultures and Comparisons

**Expectation #8:** Describe significant influences (e.g. political, philosophical, and sociological) of the target language cultures.

**Benchmark:** Participate in various cultural practices, such as holidays, family celebrations, and traditions, and compare them to similar celebrations in their own culture.

**Stage I (K-5)**

**Mod(e)s of Communication:** Presentational (speaking)

**Description:** Students will learn about *El Cinco de Mayo* celebrations and compare and contrast them with Fourth of July celebrations in the U.S. To do this, use the “structure overview” from *Thinking Works* to provide a framework for the lesson. Students can learn to sing *El Cinco de Mayo* song and to dance the *Raspa*. Students can decorate the room with pictures of *Cinco de Mayo*, a *piñata*, *papel picado*, *la bandera Mexicana*, *sombreros*, and other items. They will then be shown a compare/contrast frame with a summary.

**Prompt:** Draw/use a compare/contrast frame showing the similarities and differences between the holidays. Tell how people in the U.S. celebrate the Fourth of July, the decorations and colors used, and the songs that are sung/played etc. Tell how *El Cinco de Mayo* is celebrated in Mexico, again stating the decorations, songs, and colors used.

**Grading:** Use the oral presentation rubric. Give 20 points for the compare/contrast frame that summarizes the events of the holiday. Award 10 points for the Fourth of July, 10 points for Cinco de Mayo, and 10 for the overlap information.
¡A comparar!

Escribe las razones por las cuales dos cosas son iguales o diferentes.

Tema 1:

Razones por las cuales son iguales:

Razones por las cuales son diferentes:

Tema 2:

Razones por las cuales son iguales:

Razones por las cuales son diferentes:

©Thinking Works

Culture and Comparisons
Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Cite and use examples of words that are borrowed in the language they are learning and in their own, and offer explanations about why languages in general might need to borrow words.

Stage I (K-5)

Mode(s) of Communication: Presentational (writing)

Description: Show students a picture of a rodeo. On the board, have them make a list of all the things they see. See if students can identify loan words from Spanish in the vocabulary list (e.g. rodeo, lasso, corral, patio, bronco). Encourage students to guess why these words appear in English as well as Spanish. Then have students employ the vocabulary they have learned by describing a rodeo using illustrations to explain their points.

Modification: You can introduce other words that have a Spanish origin and are used in our daily vocabulary (taco, salsa). Students can graph how many times in a week they hear these words at school, home, or work. Based on their graphs, they can summarize their findings in writing.

Prompt: After discussing various things found at a rodeo with your teacher and classmates, draw a picture of your own rodeo and describe, in writing, what is taking place in the picture. (Hay un/a _____.)

Grading: Use the holistic writing rubric to grade the description and the visuals and artwork rubric to grade the illustration(s).
Cultures and Comparisons

**Expectation #10:** For students of modern languages, interact in culturally appropriate ways with speakers of the target language.

**Benchmark:** Use appropriate gestures and oral expressions for greetings, leave-takings and common classroom interactions.

**Stage I (K-5)**

**Mode (s) of Communication:** Interpersonal (speaking)

**Description:** Play videos or tapes of people in Spanish-speaking cultures greeting one another and introducing someone. On the board, help students list different types of greetings, including the appropriate gestures (e.g. hand shake, kiss on cheek, hugs, etc.). Practice with them the different phrases needed to make an introduction (e.g. Te presento a ____, Le presento a ____. Mucho gusto. El gusto es mio.). Finally, review with them leave takings. List different words used to say goodbye (Hasta luego, Hasta pronto, Adiós, and Ciao) and their accompanying gestures. Then have students role play these greetings, introductions, and goodbyes in different scenarios (meeting a teacher, greeting and introducing one’s grandmother, etc.). Ideally students will use these skills in an authentic setting, such as a school open house.

**Prompt:** It’s open house night at your school. You and your parents are milling around your Spanish classroom. You meet, greet, and introduce them to your teacher and several friends.

**Grading:** Use the holistic speaking rubric. Include culturally appropriate gestures.
Connections and Communities

Expectation #11: Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.

Benchmark: Read and understand authentic materials such as menus, schedules, forms, and advertisements.

Stage I (K-5)

Mode(s) of Communication: Interpretive (reading); presentational (speaking)

Description: Brainstorm with students about hotel amenities children might request when vacationing and make a list on the board. Give students an ad for a typical hotel in a Spanish-speaking country. The ad must contain the address, telephone number, the country, and the state in which it is located and include all of the amenities offered.

For example:

Hotel Mason  
Tel. (95) 24-66-99
  30 suites exquistamente decoradas  
  Cinco de las suites con Jacuzzi  
  Televisor al color con control remoto  
  Servicio de teléfono desde su habitación  
  Caja de seguridad  
  Restaurante  
  Servicio de estacionamento con servicio de valet

Colonia Paseo de la Reforma  
México, D.F. México

Have the students read what the typical hotel offers and how it is advertised. Students will list the country, city, street address, and the amenities offered. They will compare this to a typical American hotel, listing similarities and differences. Students will then design a hotel brochure depicting their ideal accommodations.

Prompt: Disney is thinking about building a new resort in Mexico. You have been asked to help design the hotel. Read what a typical hotel offers and how it is advertised. Then design a hotel brochure depicting your ideal accommodations and present it to the directors.

Grading: Use the visuals and artworks rubric for the brochure and the oral presentation rubric for the description of the hotel.
Connections and Communities

**Expectation #12:** Use the target language to acquire information in other disciplines.

**Benchmark:** Compare illustrations in target-language children’s books that show views of people and places in the world with those that can be found in similar publications from their own culture.

**Stage I (K-5)**

**Mode(s) of Communication:** Interpretive (reading); presentational (writing, speaking)

**Description:** Students will learn about the solar system by discussing legends in Spanish. In the book the *Crystal Serpent* (Nancy A. Humbach) students can read about a Mexican legend that describes the creation of the stars in the universe. Compare this story with *Moon Rope*, a children’s story in which a fox tries to reach the moon by tying a rope to it. Based on these two stories, initiate a discussion with your students about the universe and its various components, using vocabulary words in the target language. Include the different stages of the moon and other factual information.

Students will organize the information generated in the discussion using a KWL Plus Map found in *Thinking Works*. The students fill in the main topic in the center circle and fill in the outer circles with related topics. Then they write a short paragraph about the circles. Use the “about point” to generate vocabulary. Students list one word, write something about it, and then use it in sentence form. In the “writing extension,” students list one word, write three points about it, and then compose a brief conclusion. Then they will combine these points in a short descriptive paragraph.

**Prompt:** You have been asked to volunteer at a local planetarium and help explain the solar system to Spanish-speaking visitors. In order to prepare the presentation you will give to your visitors, read and discuss how the sky has been explained in various cultures. Then use the *Thinking Works* strategies that we have discussed in class to organize information about the universe and write a short paragraph that you will recite to the planetarium guests.

**Grading:** To master this objective students must correctly fill out the Thinking Works forms stated in this lesson. Use the holistic writing rubric to grade the paragraph. For a further assessment, you can grade students’ oral presentation of the paragraph using the oral presentation rubric.
Extension de Escritura

Guia

Acerca de:

Punto:

1.

2.

3.

Fin:
Acerca de: Júpiter
Declaración: Júpiter es el más grande planeta.

Punto: más grande

Acerca de: Plutón
Declaración: Plutón es el más pequeño planeta.

Punto: más pequeño

Acerca de: Mercúrio
Declaración: Mercúrio es más cercano al sol.

Punto: más cerca al sol

Acerca de: Tierra
Declaración: Tierra es nuestro planeta.

Punto: nuestro planeta

Acerca de: Saturno
Declaración: Saturno tiene anillos.

Punto: tiene anillos

Acerca de: Neptuno
Declaración: Neptuno es más cercano a Plutón.

Punto: cercano a Plutón

Acerca de: el sol
Declaración: Centro de nuestro sistema

Punto: centro de nuestro

---

Extension de Escritura

Guía

Acerca de: Los planetas

Punto: Hay nueve planetas

1. Júpiter es el más grande
2. Plutón es el más pequeño
3. Tierra es nuestro planeta

Fin: Los planetas giran alrededor del sol.

Resumen

En nuestro sistema solar hay nueve planetas. Júpiter es el más grande, Plutón es el más pequeño y la Tierra es nuestro planeta. Los planetas giran alrededor del sol.
<table>
<thead>
<tr>
<th>Palabra:</th>
<th>¿Que es?</th>
<th>¿Como es?</th>
<th>Ejemplos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Palabra:</th>
<th>¿Que es?</th>
<th>¿Como es?</th>
<th>Ejemplos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Palabra:</th>
<th>¿Que es?</th>
<th>¿Como es?</th>
<th>Ejemplos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guia</td>
<td>Resumen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acerca de:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punto:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fin:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

©Thinking Works
Connections and Communities

**Expectation #13:** Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

**Benchmark:** Understand words and ideas that can only be grasped through the original language and cultures.

**Stage I (K-5)**

**Mode(s) of Communication:** Interpretive (reading); presentational (speaking)

**Description:** Students will read a story based on Mayan culture: *A Quetzalcoatl Tale of the Ball Game* by Marilyn Parke and Sharon Panik. Show pictures of the court found in Mayan temples in Chichen Itza and describe how the ancient ball game was played. Compare and contrast this game to a modern ball game (e.g. players could not use hands - what ball game do we play where we cannot use our hands => soccer; they had padding - in what ball games do we use padding => soccer and football; they had to put the ball through a hoop or circular object - what games use hoops => basketball). Students will then create their own ball games in groups or pairs. They must list rules, equipment needed, the number of players on each team, and how to score points. Students can show how to play their games using foam balls.

**Prompt:** Oh no! The gym teacher is absent on the very day your school was to play games with students from Peru. Read the legend of the Ball Game of the Mayan culture with your teacher and then create a game of your own. List rules, number of players, equipment needed, and how points are scored. Then, show how to play the game.

**Grading:** Use the holistic reading rubric to grade students’ answers to comprehension questions about the Mayan ball game. Use the oral presentation rubric to grade students’ presentation of their own game. They must list rules, number of players, equipment needed, and how points are awarded.
Connections and Communities

Expectation #14: Use the target language to demonstrate an understanding of concepts learned in other disciplines.

Benchmark: Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: You have already read the story La Oruga Muy Hambrienta. Now, help the students synthesize the concept of metamorphosis by reviewing.

e.g. Tema: Mariposa
  Primer paso: el huevo
  Segundo paso: la oruga
  Tercer paso: el capullo
  Cuarto paso: la mariposa

“El metamorfoisis de la mariposa comienza con un huevo. Del huevo sale una pequeña oruga. La oruga come y come y come. Ya no es pequeña. Es grande y gorda. Construye un capullo y dentro de dos semanas sale. Cuando sale, sale como una hermosa mariposa.”

Once you are sure that students understand, mix up the stages!

Prompt: The absent-minded teacher keeps confusing the stages of a butterfly. Help him/her so that when a team of scientists comes to visit from Spain his/her explanation will be correct. Illustrate and label the four stages of the butterfly and explain your picture to the teacher.

Grading: Use the holistic speaking rubric and the visuals and artwork rubric. To master this objective students will correctly illustrate and label, in Spanish, the stages in the metamorphosis of a butterfly.
La metamorfosis de una mariposa empieza con el huevo; después la lagarta y continúa con el capullo por dos semanas y al fin sale una mariposa.
Connections and Communities

Expectation #15: Use the target language beyond the school setting.

Benchmark: Students communicate on a personal level with speakers of the target language via letters, e-mail, audio, and videotapes.

Stage I (K-5)

Mode(s) of Communication: Interpretive (reading); Interpersonal (writing)

Description: Students will communicate with a student from a Spanish-speaking country via letters or e-mail. If you wish to monitor the content, you can use a scripted letter such as:

Querido Amigo: Cuernavaca, 11 de noviembre
Me llamo Rafael y soy de Cuernavaca, México. Tengo diez años. Me gusta mucho el fútbol y tambien el fútbol norteamericano. No me gusta el tenis. Me gusta mucho la música rock, pero no me gusta el pop o la música clasica. La ensalada no me gusta, pero me gusta mucho la comida italiana. ¿Qué te gusta a ti?
Rafael

Prompt: You have just gotten your first letter from your penpal! Before writing back, make sure you understand what he wrote by answering the following questions:

1. Which sport does Rafael like?
2. What sport doesn’t Rafael like?
3. What kind of music does Rafael like?
4. Does Rafael like pop or classical music?
5. What kind of food does Rafael like?
6. Does Rafael like salad?

Now, answer the letter. State who you are, where you are from, how old you are, and two things you like and dislike.

Grading: Use the holistic writing rubric. To master this objective the student must answer the questions (scored right or wrong) and write back to the pen pal.