

## *Let's Pack Our Bags*

**Activity Overview:** Students expand their knowledge of weather and geography and make important cultural comparisons and contrasts by selecting clothing to take on an imaginary trip to a target-language country.

**World Language Cumulative Progress Indicators:**

- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
  - 7.1.5 Provide and obtain information on familiar topics.
  - 7.1.6 Express basic personal needs.
  - 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
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- 7.2.1 Demonstrate an awareness of culture.
  - 7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.
  - 7.2.3 Recognize interrelationships between the language and the culture of a given group of people.

**Resources and Materials:** Articles of clothing and accessories, suitcases, books, catalogs, magazines, a map or globe, and a song. Ask the school library media specialist to download maps, photographs, climate information, and weather forecasts from CD-ROM software and Internet sites. Consult with the library media specialist to obtain appropriate nonfiction and reference print materials.

**Assessment:**

- **Formative:** Record students' oral production and participation throughout the activity on a class observation log.
- **Summative:** Evaluate final presentations for comprehensibility and appropriate use of vocabulary for weather and clothing using an analytic rating scale.

**Steps for Planning and Implementation:**

1. Bring in a suitcase containing articles of clothing appropriate for all seasons. Introduce clothing-related vocabulary to the class using a variety of techniques, including Total Physical Response (TPR) activities.
2. With a partner, students participate in activities designed to review the seasons and weather expressions.
3. Students locate the target country on a map of the world and discuss types of weather found in the country in each season using pictures of the seasons.
4. Hang pictures representing the target country's seasons in different corners of the room. Divide the students into groups according to the seasons; each group works together in the appropriate area of the room.
5. Students plan what they would wear on an imaginary trip to the target country according to the season in which they are grouped. Each student has a sheet with pictures of clothing they can check off once they have reached agreement. During this and later phases of the activity, encourage the use of the target language by asking students questions and making comments related to the activity.
6. Students draw pictures of clothing appropriate to the season or cut out pictures from magazines. They mount the pictures on individual pieces of cardboard.

## *Let's Pack Our Bags* (continued)

7. Students create a “magic suitcase” using a cardboard box that they cover with colored paper and a design of their own. They fill the suitcase with the pictures of clothing.
8. Students report to the class and give reasons for their choice of clothing based on the weather in the target country at that season.
9. Students create a bulletin board with pictures of clothing and simple labels.
10. Help the students create and sing a “Let’s Pack Our Bags” song to a familiar melody.

### **Extension Activities:**

- Students bring in real clothing to use in their magic suitcases.
- Students play “In my magic suitcase, there is . . . .” Each student must remember what the previous student has said and add an item to the list.
- Students create a mobile with pictures of clothing and hang it in the appropriate seasonal area.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others.
- **Health/Physical Education:** 2.1.3: All students will learn health-enhancing behavior such as appropriate attire for various weather conditions.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening.
- **Science:** 5.2.4: Keep a journal record of observations, recognizing patterns of observations and summarizing findings. 5.10.4: Collect and record weather data to identify existing weather conditions, and recognize how those conditions affect our daily lives.
- **Social Studies:** 6.5.1: Identify common elements found in different cultures. 6.5.3: Describe the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.9 Use time efficiently and effectively.

### **Teacher Notes on Classroom Implementation:**

## *Dance Recital*

**Activity Overview:** Students interact with each other in a direct and meaningful way by using language to engage in an authentic cultural practice. This activity illustrates the principle that language and culture cannot be separated.

### **World Language Cumulative Progress Indicators:**

7.1.4 Describe people, places, things, and events using short phrases and simple sentences.

7.2.1 Demonstrate an awareness of culture.

7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.

**Resources and Materials:** Media center and materials for costumes

### **Assessment:**

- **Formative:** Observe students' ability to comprehend and follow instructions in the target language throughout the dance instruction sequence.
- **Summative:** Evaluate students' oral presentations at the dance performance with a rubric that stresses accuracy of language and content. Parents complete a comment sheet about students' oral presentations. Photographs of students in their costumes and copies of their short exhibit descriptions are placed in their portfolios.

### **Steps for Planning and Implementation:**

1. The music specialist introduces students to a sampling of typical dances from the target culture.
2. Students select a dance and watch a video performance of that dance.
3. Using TPR techniques, introduce the vocabulary necessary to perform the dance.
4. Students outline and cut out their footprints and, with teacher assistance, place the guides on the floor to help them learn the steps.
5. Working in pairs, students talk each other through the steps using short phrases in the target language.
6. Help students create a chart listing the dance steps (to facilitate recall of steps). Display the chart in the classroom.
7. With assistance from the library media specialist, students research traditional clothing from various countries and ethnic groups. Students select and design culturally appropriate costumes. Enlist parents' help in this phase of the activity.
8. Students create and display flyers to advertise their dance performance to the community.
9. Students invite parents, school administrators, members of the community, and other classes to a performance of their dance. Each student makes a simple oral presentation about where the dance comes from, about his or her costume, etc. The presentations are videotaped.
10. Students design a class exhibit to display the ethnic costumes they designed. Each costume is labeled with a simple description in the target language. Additional authentic artifacts are displayed if available.
11. Students attend a professional dance performance and/or invite dancers from the target culture to perform at the school. They identify the name or type of the dance and describe the performers' costumes.

## *Dance Recital* (continued)

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.5.1: Investigate, experience and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures. 1.5.4: Use their senses, imagination, and memory to express ideas and feelings in dance, music, theater and visual arts. 1.6.2: Plan and execute solutions to design problems.
- **Health/Physical Education:** 2.5.4: Combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.2 Select appropriate tools and technology for specific activities.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.6 Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

### **Teacher Notes on Classroom Implementation:**

## *Let's Explore My Garden*

**Activity Overview:** Students explore the garden environment in the context of a famous artist's interpretation. World languages are used to make cultural connections in the school ecology center.

**World Language Cumulative Progress Indicators:**

- 7.1.1 Respond to and initiate simple statements and commands such as greetings, introductions and leave-taking.
- 7.1.4 Describe people, places, things and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
- 7.2.1 Demonstrate awareness of culture.

**Resources and Materials:** Reproductions of paintings of gardens by a famous artist from the target culture, drawing paper, pastels, watercolors, library media center, books listing the names of flowers in the target language, a video, a computer, CD-ROMs, and Internet access

*For the Extension Activities:* Garden supplies, bulbs and flowering plants, brown paper

**Assessment:**

- **Formative:** Observe and record frequency and quality of language use during initial steps of the activity.
- **Summative:** Evaluate students' presentations of their paintings at the "Gallery" opening using a rubric to assess oral work. Students critique each others' invitations for proper use of written language. Invitations are placed in portfolios.

**Steps for Planning and Implementation:**

1. Arrange a display of reproductions of garden paintings by a famous artist from the target culture.
2. Students describe the paintings using nouns and adjectives in the target language. Write the students' responses on a web displayed in the classroom.
3. Students choose a painting and say what they like about it. Identify the artist and give some simple information about him or her.
4. Students watch a video about the artist, and/or with instruction by the library media specialist on search strategies, research his or her life using the Internet or a CD-ROM program. Read a children's book to the class about the artist's life.
5. Invite a local artist or the art teacher to visit the classroom to demonstrate the artist's techniques. This may be done in English.
6. Bring in real flowers for the students to observe and paint. After painting a picture, each student titles his or her picture, writes a short description, and makes a presentation to the class.
7. Students visit a local garden and paint their impressions of the garden.
8. Students install a gallery display of their paintings and plan a garden party by "invitation only." Administrators, parents, members of the Board of Education, and people from the community are invited.
9. Students design the invitations and write the text.
10. Students present their paintings at the garden party with a short oral description.

## *Let's Explore My Garden* (continued)

11. Students prepare refreshments for the garden party that reflect foods and beverages of the target culture.

### **Extension Activities:**

- Introduce additional vocabulary about planting a garden.
- Students plan and design a garden they can grow in an ecological center or a designated area outside the school or in a window box.
- Students paint the garden in the style of the famous artist when the garden blooms.
- Students create a mural of a garden in the style of the famous artist.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.3.1: Apply elements and media common to the arts to produce a work of art. 1.5.2: Investigate and experience the works of artists and community cultural resources through exhibitions and performances. 1.6.2: Plan and execute solutions to design problems.
- **Language Arts:** 3.1.8: Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story. 3.3.3: Use writing to extend experience.
- **Math:** 4.1.3: Construct and use concrete, pictorial, symbolic, and graphical models to represent problem situations. 4.9.1: Use and describe measures of length, distance, capacity, weight, area, volume, time, and temperature.
- **Science:** 5.7.1: Recognize the diversity of plants and animals on earth. 5.7.4: Identify and describe external features of plants and animals that help them survive in varied habitats.
- **Social Studies:** 6.2.3: Understand how works of aesthetic expression serve as cultural representations.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate own actions and accomplishments.
- 4.10 Apply study skills to expand knowledge and skills.
- 5.4 Demonstrate safe use of tools and equipment.

### **Teacher Notes on Classroom Implementation:**

## *Tell Me A Tale*

**Activity Overview:** Students analyze and interpret written and spoken language using children's literature from the target culture. They create and perform an original tale based on elements found in folktales in a world language.

**World Language Cumulative Progress Indicators:**

- 7.1.2 Express attitudes, reactions, and courtesy using short phrases and simple sentences.
- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.2.1 Demonstrate awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.
- 7.2.4 Recognize and explore the process of stereotyping.

**Resources and Materials:** Library media center, art materials, target-language books of folktales or fairy tales, and materials for making costumes

**Assessment:**

- **Formative:** Take an informal inventory of students' oral production throughout the unit.
- **Summative:** Evaluate students' use of language on the video using a rubric for oral presentations. Students evaluate their own use of the target language while watching the videotaped performance using a self-assessment rubric.

**Steps for Planning and Implementation:**

1. Read a folktale or fairy tale from the target language.
2. Present new vocabulary using a variety of techniques, including puppets, visuals, and manipulatives.
3. Read the tale a second time as students pantomime the story.
4. Students analyze the elements of the story using a story map.
5. Students select an English folktale or fairy tale from the library media center. They compare elements of the target-language tale with those in the English tale using an analogy map or a Venn diagram.
6. Working in cooperative groups, students summarize both tales using simple phrases and sentences. Older students can write their summaries.
7. Working in pairs, students create their own folktale or fairy tale using traditional elements. Assist students as needed.
8. Students design and create costumes and sets as well as dialogue for their tales. Encourage parent participation in this phase of the activity.
9. Students present their tales at a school assembly. The performance is videotaped and added to the media center's world language video collection.

## *Tell Me A Tale* (continued)

### **Extension Activities:**

- Working in small groups, students make torn-paper collages depicting a part of the folktale or fairy tale. Older students can write the text. Students present their collages orally in the order of the narrative. Display the collages in the classroom.
- Students write an original folktale or fairy tale, illustrate it, and share it with the class.
- Working with younger children, students create a folktale or fairy-tale storybook together.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.5.1: Investigate, experience and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures. 1.5.4: Use their senses, imagination, and memory to express ideas and feelings in dance, music, theater and visual arts.
- **Language Arts:** 3.1.5: Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems. 3.3.5: Write on self-selected topics in a variety of literary forms.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.2 Work cooperatively with others to accomplish a task.

### **Teacher Notes on Classroom Implementation:**



## *Let's Make Friends and Meet Their Families!*

**Activity Overview:** Students expand their understanding of how to greet and say good-bye to a broad range of people in the target culture using culturally appropriate gestures and expressions of courtesy.

### **World Language Cumulative Progress Indicators:**

- 7.1.1 Respond to and initiate simple statements and commands, such as greetings, introductions, and leave-taking.
- 7.1.2 Express attitudes, reactions, and courtesy using short phrases and simple sentences.
- 7.2.1 Demonstrate an awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.
- 7.2.3 Recognize interrelationships between the language and the culture of a given group of people.

**Resources and Materials:** Puppets; authentic musical instruments; a video clip, video recorder, and videocassette; audiocassettes and recorder; community contacts; and props such as canes, adult hats, baseball caps, briefcases, and backpacks

### **Assessment:**

- **Formative:** Note students' participation and oral production during puppet, story, and prop activities.
- **Summative:** Assess students' videotaped interactions with community members, using a rubric to evaluate cultural role play.

### **Steps for Planning and Implementation:**

1. Present a video clip featuring target-language speakers greeting one another.
2. Using a question-and-answer technique, elicit information from the students about what they observed in the video.
3. Call on pairs of students to model previously learned greetings for review.
4. Role-play greetings and exchanges of courtesy using puppets that represent children and adults (e.g., a school principal, a police officer, a doctor).
5. Students interact with the puppets by greeting them and using the appropriate expression of courtesy. Students take turns taking on the role of the adult puppet.
6. Students role-play two friends and an adult family member. They act out the appropriate exchanges and gestures using props, such as canes, adult hats, baseball caps, briefcases, and backpacks.
7. Students practice a greeting song accompanied by culturally authentic instruments.
8. Read a culturally authentic story in which children and adults greet each other.
9. Elicit greetings and expressions of courtesy from the students. Help them graph the responses on a chart according to whether the expressions are directed at adults or children. Students make comparisons with how children and adults are addressed in English. Display the charts in the classroom for future reference.
10. Students invite community members who speak the target language to a celebration featuring culturally authentic foods and musical instruments. Students practice greetings, expressions of courtesy, good-byes, and appropriate gestures with the adults. This activity can be videotaped or photographed and used in succeeding years as the introductory videoclip or photo essay.

## *Let's Make Friends and Meet Their Families!* (continued)

### **Extension Activity:**

- Students make their own "Greetings" book with pictures and text. Books can be shared with classmates and parents, and kept in the classroom or school library for quiet reading.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.3.1: Apply elements and media common to the arts to produce a work of art.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.1.2: Adjust oral communications for different purposes and audiences. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening. 3.5.8: Use simple charts, graphs, and diagrams to report data.
- **Social Studies:** 6.5.1: Identify common elements found in different cultures. 6.5.3: Describe the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 4.2 Work cooperatively with others to accomplish a task.
- 4.6 Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- 4.7 Describe the roles people play in groups.
- 4.10 Apply study skills to expand knowledge and skills.

### **Teacher Notes on Classroom Implementation:**

## Getting To Know Others

**Activity Overview:** Through a series of interviews, students apply their previously acquired knowledge of greetings, gestures, and exchanges of courtesy (in formal and informal settings) by inquiring about the personal preferences of their peers in both home and target cultures.

### World Language Cumulative Progress Indicators:

- 7.1.1 Respond to and initiate simple statements and commands, such as greetings, introductions and leave-taking.
- 7.1.2 Express attitudes, reactions, and courtesy using short phrases and simple sentences.
- 7.1.3 Express likes, dislikes, and preferences.
- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
- 7.2.1 Demonstrate an awareness of culture.
- 7.2.2 Demonstrate knowledge of cultures of speakers of the language studied.
- 7.2.3 Recognize interrelationships between the language and the culture of a given group of people.
- 7.2.4 Recognize and explore the process of stereotyping.

**Resources and Materials:** Professional contacts to initiate interviews with other classes; library media center Internet access or "snail mail"

### Assessment:

- **Formative:** Monitor students' ability to form questions during games, paired activities, and brainstorming activities.
- **Summative:** Assess students' oral and written activities emphasizing level of comprehension. Students need to achieve a designated percentage of accuracy when reporting the results of their interview.

### Steps for Planning and Implementation:

1. Review how to ask and answer questions with a game of 20 questions, in which students discover the identity of a famous person.
2. Working in pairs or small groups, students prepare interview questions they can use to identify their classmates' activities and preferences. Each interview begins with greetings and introductions.
3. Students conduct the interview with a classmate and present the results of that interview orally to the class.
4. Identify a class with which to collaborate, such as another language class in the same school, a class identified by contacting a state or national professional organization, or one contacted by using an online chat group such as FLTEACH.
5. Students prepare a class interview that includes questions about the activities and preferences of other classes. With the cooperating teacher, reach a consensus on the final interview format. (The interview can also be conducted with target-language speakers from the community.)
6. Help students tally the results of the interview and create a graphic representation.

## Getting To Know Others *(continued)*

7. Students identify and discuss cultural differences if the other class is in a different geographic or cultural area.
8. Students create simple sentences about the survey results or write a summary of the results.

### Extension Activities:

- Students enhance their presentations with a visual/sensorial representation of their findings. For example, if their partner likes chocolate, they might offer some to the class; if the partner likes a certain piece of music, it can be played for the class.
- Students create a collage, using drawings or magazine pictures, about the person they interviewed along with a short written description. Display the collage and description in the classroom.
- Students create and exchange books about themselves, including pictures and text, with another class via snail-mail. Students graph and analyze information they receive from the other class.

### Interdisciplinary Connections:

- **Visual and Performing Arts:** 1.3.1: Apply elements and media common to the arts to produce a work of art. 1.6.2: Plan and execute solutions to design problems.
- **Health/Physical Education:** 2.2.5: Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.
- **Language Arts:** 3.2.2: Demonstrate comprehension of a story, interview, and oral report of an event or incident. 3.2.6: Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard. 3.3.4: Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems.
- **Math:** 4.12.1: Formulate and solve problems that involve collecting, organizing, and analyzing data. 4.12.5: Construct, read, and interpret displays of data such as pictographs, bar graphs, circle graphs, tables, and lists.
- **Social Studies:** 6.5.1: Identify common elements found in different cultures. 6.5.3: Describe the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.

### Cross-Content Workplace Readiness Cumulative Progress Indicators:

- 2.5 Access technology-based communication and information systems.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.12 Interpret and analyze data to draw conclusions.
- 4.6 Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- 4.7 Describe the roles people play in groups.

### Teacher Notes on Classroom Implementation:

## *Come Home With Me*

**Activity Overview:** By constructing model homes that are found in the target culture, students learn about a tangible cultural product through a hands-on classroom experience. Language is used in a meaningful way as students discover the similarities and differences between their own homes and dwellings in the target culture.

### **World Language Cumulative Progress Indicators:**

- 7.1.1 Respond to and initiate simple statements and commands such as greetings, introductions and leave-takings.
- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.2.1 Demonstrate an awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.

**Resources and Materials:** Clay, play dough, building blocks, construction paper, craft sticks, poster board, brown manila paper, tissue and crepe paper, recycled materials in a variety of shapes and sizes, and library media center

### **Assessment:**

- **Formative:** Monitor students' use of the target language during classroom activities with a checklist rubric.
- **Summative:** Evaluate students' drawings for clarity and completeness. Evaluate oral presentations for comprehensibility and accuracy using an oral language rating scale. Tape students' model-home presentations, and include audiocassettes in students' portfolios with their drawings.

### **Steps for Planning and Implementation:**

1. With assistance from the library media specialist, students use available resources to locate pictures of typical target-culture dwellings.
2. Enlarge the pictures and display them around the room. Place pictures of houses and apartment buildings found in the students' communities next to the pictures of the target-culture dwellings.
3. Introduce vocabulary about dwellings using a variety of techniques, including puppets.
4. Students work on paired activities designed to review weather expressions and vocabulary about the environment that influence the type of home typically built in the target culture.
5. Elicit responses from students about the similarities and differences between target-culture dwellings and dwellings in their own community. Graph the responses on a T-chart.
6. Read a story in the target language on the theme of homes.
7. Students draw pictures of the outsides of their houses (or apartments), or bring in photos of their homes.
8. Students make simple oral presentations to the class about their houses/apartments. Record the presentations on audiocassettes. Display the drawings or photos on a bulletin board with a label indicating whose dwelling it is.
9. Along with the art specialist, help the students make models of dwellings in the target culture. Encourage students to use the target language during this phase of the activity by walking around the room and asking students simple questions about their projects.

## *Come Home With Me* (continued)

10. Invite parents to visit when the students present their model homes to the class. Students prepare simple foods from the target culture, which they serve to guests and friends.
11. Display the students' models of homes in the school and in appropriate community sites.

### **Extension Activities:**

- Using guided questions, students write paragraphs to accompany their model dwellings.
- Students sing songs and/or play games from the target culture on the theme of homes.
- Students create a model of a town in the target culture.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.5.3: Apply knowledge of historical, social, and cultural influences to understanding a work of art. 1.6.2: Plan and execute solutions to design problems.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening.
- **Science:** 5.10.4: Collect and record weather data to identify existing weather conditions, and recognize how those conditions affect our daily lives.
- **Social Studies:** 6.8.2: Discuss the similarities, differences, and interdependencies among rural, suburban, and urban communities. 6.8.5: Compare the physical characteristics of places and regions.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.2 Work cooperatively with others to accomplish a task.

### **Teacher Notes on Classroom Implementation:**

## *Our Stuffed Pals*

**Activity Overview:** Students create a picture book with accompanying audiocassette describing their favorite stuffed animals. They employ their world language to communicate about something that is relevant to them (e.g., an object used during play), thereby fostering second language use both inside and outside the classroom.

### **World Language Cumulative Progress Indicators:**

- 7.1.1 Respond to and initiate simple statements and commands such as greetings, introductions, and leave-taking.
- 7.1.3 Express likes, dislikes, and preferences.
- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.2.1 Demonstrate an awareness of culture.

**Resources and Materials:** Stuffed animals or rag dolls, tape recorder, individual cassettes, oak tag or construction paper, computer technology

### **Assessment:**

- **Formative:** Monitor students' use of vocabulary and extent of language production during various activities.
- **Summative:** Include students' books and audiocassettes in their portfolios. Evaluate for accuracy, correctness of pronunciation, and creativity, using rubrics for oral and written work that measure these elements of the task.

### **Steps for Planning and Implementation:**

1. Students (and teacher) bring their favorite stuffed animals to class.
2. Use a variety of techniques to introduce your stuffed animal to the class. Ask students to dialogue with your stuffed animal in order to practice vocabulary.
3. Students present their favorite stuffed animal to the class using simple phrases in the target language. Also encourage students to bring in animals or toys from the target culture.
4. Students sort and classify animals according to attributes in a representational graph. Categories range from simple (e.g., kinds of animals such as dogs or bears) to more complex (e.g., brown animals, animals with four legs, long ears, or soft animals). Attribute circles may be used for this activity.
5. Help students create a picture graph representing the kinds of stuffed animals belonging to the children in the class. Students count the animals in each category. Create a reading chart with sentences about the students and their animals.
6. Students trace the outline of their stuffed animals, color the drawing, and cut them out (if possible). Help students label and display the cutouts in the classroom.
7. Read students a book or poem about a pet or stuffed animal in the target language.
8. Students create books about their stuffed animals. They draw or bring in photos from home and generate simple sentences about their animals. Students present their books to the class. Record their presentations on audiocassette.

## *Our Stuffed Pals* (continued)

9. Invite parents to the class for the preview of students' books and tapes during a "World Language Class Book Review."

### **Extension Activities:**

- Students sing songs in the target language about pets or stuffed animals.
- Along with the students, encourage other classes in the school to bring in toys, dolls, or animals from the target culture for display. Students label each item and include the name of the donor as well as the name of its country or place of origin. Parents and other members of the school community are invited to the display. Students act as guides using simple phrases from the target language.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.5.4: Use their senses, imagination, and memory to express ideas and feelings in dance, music, theater and visual arts.
- **Language Arts:** 3.3.1: Use speaking, listening, reading, and viewing to assist with writing. 3.3.2: Write from experiences, thoughts, and feelings.
- **Math:** 4.1.3: Construct and use concrete, pictorial, symbolic, and graphical models to represent problem situations. 4.12.5: Construct, read, and interpret displays of data such as pictographs, bar graphs, circle graphs, tables, and lists.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.9 Identify patterns and investigate relationships.
- 4.2 Work cooperatively with others to accomplish a task.

### **Teacher Notes on Classroom Implementation:**



## Stop The Camera!

**Activity Overview:** Students describe family members depicted in an authentic work of art from the target culture and create a “living” family portrait. They apply knowledge and skills gained from this activity to a real-life situation.

### World Language Cumulative Progress Indicators:

- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
- 7.2.1 Demonstrate an awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.
- 7.2.3 Recognize interrelationships between the language and the culture of a given group of people.
- 7.2.4 Recognize and explore the process of stereotyping.

**Resources and Materials:** Reproduction of a famous painting depicting a family; props or clothing appropriate for “living” family portrait; library media center

### Assessment:

- **Formative:** Record frequency and quality of students’ participation when describing family members in the target-culture painting. Observe verbal exchanges when formulating questions for the “family profile.”
- **Summative:** Evaluate students’ journal entries reflecting differences between family life in the target culture and that of their own family for written accuracy and for accuracy in content. Students evaluate the family profile presentations using a rubric created by the class.

### Steps for Planning and Implementation:

1. Using technological resources and print materials in the library media center, students view a reproduction of a painting from the target culture that depicts a family and its members.
2. Students identify family members and describe them with previously acquired vocabulary.
3. Working in small groups, students create “living” family portraits in which they represent real or imaginary family members of a past or present era. Students make props and wear appropriate clothing.
4. Students formulate a list of questions to ask “living” family members (e.g., name, age, nationality, and occupation) in order to create a “family profile.”
5. Students select a student artist or student photographer from each group to paint, draw or photograph the family portrait.
6. Display these portraits in the classroom.
7. Students representing “living” family members then present their profile orally to the class.
8. Invite a member of the community who speaks the target language to show his or her family photos to the class. Students ask the community member the same questions they created for the “living” portrait. The visitor talks about the role of the family in his or her culture. Students make comparisons with the American family.

## *Stop The Camera!* (continued)

### **Extension Activities:**

- Students create a written biography for a family member in the “living” portrait or in the original target-culture portrait.
- Students sing songs from the target culture about the family.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.3.1: Apply elements and media common to the arts to produce a work of art. 1.6.2: Plan and execute solutions to design problems.
- **Health/Physical Education:** 2.4.3: Discuss how family and friends are important throughout life and why relationships require respect for others.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening.
- **Social Studies:** 6.4.2: Identify social institutions, such as family, religion, and government, which function to meet individual and group needs.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.3 Formulate questions and hypotheses.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.7 Describe the roles people play in groups.

### **Teacher Notes on Classroom Implementation:**

## Changeabout

**Activity Overview:** Students use the target language as a tool to reinforce the elementary science concept of change and growth through a series of experiential activities and ongoing discussions.

**World Language Cumulative Progress Indicators:**

- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.

**Resources and Materials:** Pictures and a place to take a nature walk

**Assessment:**

- **Formative:** Monitor students' oral production and comprehension of concepts throughout the lesson. Evaluate Venn diagrams for appropriate placement of changes.
- **Summative:** Develop a rubric to assess students' oral production during their presentation of the web.

**Steps for Planning and Implementation:**

1. Develop a "nature walk guide" in the target language for a class nature walk focusing on what grows and what does not.
2. Go on a nature walk with the students. During the walk, encourage students to make comments about what grows and what does not. Students fill out their "nature guides" accordingly.
3. Back in the classroom, elicit responses from students about what they saw on their nature walk. Write down their responses as a learning experience story. Read the story to the students, and encourage them to read along in the target language.
4. Students draw and label pictures of what they observed.
5. Students use attribute circles or a Venn diagram to sort their pictures into two categories: "What Grows" and "What Does Not Grow."
6. Use the classroom environment to extend the concept (e.g., blocks do not grow, plants grow, people grow, etc.).
7. Working in pairs or groups, students prepare webs of things they know that grow and things that do not grow.
8. Students present the webs to the class. Display the webs in the classroom.

**Extension Activities:**

- Students create a "What Grows" book with pictures and simple text. Books are shared with the class and with parents.
- Younger students act out what grows and what does not.

## *Changeabout* (continued)

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.3.1: Apply elements and media common to the arts to produce a work of art.
- **Health/Physical Education:** 2.1.1: Describe a healthy child and identify factors that contribute to good health.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening.
- **Science:** 5.6.1: Compare and contrast living and nonliving things.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 3.7 Conduct systematic observations.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.2 Work cooperatively with others to accomplish a task.

### **Teacher Notes on Classroom Implementation:**

## *Butterfly Life Cycle*

**Activity Overview:** Students use their world language to compare and contrast the life cycle and habitats of butterflies in the United States and in a target-culture country.

### **World Language Cumulative Progress Indicators:**

- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
- 7.2.1 Demonstrate an awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of speakers of the target culture.

**Resources and Materials:** Media center, Internet access, and science materials

### **Assessment:**

- **Formative:** Keep an inventory of students' oral production, classroom participation, and demonstration of understanding of concepts.
- **Summative:** Evaluate students' participation in a discussion on accuracy of butterfly graphs and knowledge of graphing process. Peer groups evaluate students' journals on the butterfly life cycle for accuracy of observations. Determine correctness of descriptive sentences using a rubric for written tasks.

### **Steps for Planning and Implementation:**

1. With assistance from the library media specialist, students obtain information and access online materials (in English) about butterflies, their habitats and life cycle. The specialist can then help students locate books about butterflies in the target language, which can be enjoyed in class.
2. Introduce vocabulary using a variety of techniques as the class prepares a bulletin board about butterflies. This ongoing resource project enables students to collect and record information on butterflies as they accumulate appropriate target-language vocabulary.
3. Read students several books on butterflies written in the target language.
4. Students construct a habitat for butterflies following simple oral instructions in the target language.
5. In consultation with the science specialist, introduce live butterfly larvae (caterpillars) to the class. Students describe the characteristics of the larvae and make predictions about what will happen when the larvae are placed in the habitat.
6. Students keep a journal in which they record their observations of the butterfly cycle. Using structured, paired activities, students confirm and revise their predictions and discuss their observations.
7. With assistance from the library media specialist, students find online information about butterfly habitats in the country where the target language is spoken. (This information may be in English.) Students create a graphic display in the target language comparing butterfly habitats in the United States and in the target-language country.
8. Students choose an appropriate location to release the butterflies into a natural habitat. Invite parents and community members to participate in this activity. Students share their journals and make short presentations about some aspect of their observation of the butterfly life cycle in the target language.

## *Butterfly Life Cycle* (continued)

### **Extension Activities:**

- Students compose books about the life cycle of butterflies using pictures and descriptive sentences. The final publications are shared with other classes and with parents at home.
- Students compose an original performance about the life cycle of a butterfly. Students act out the stages of the life cycle as a narrator describes the process in the target language.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.3.1: Apply elements and media common to the arts to produce a work of art. 1.6.2: Plan and execute solutions to design problems.
- **Language Arts:** 3.3.3: Use writing to extend experience. 3.5.10: Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or their own visual representations.
- **Math:** 4.12.5: Construct, read, and interpret displays of data such as pictographs, bar graphs, circle graphs, tables, and lists.
- **Science:** 5.2.4: Keep a journal record of observations, recognizing patterns of observations and summarizing findings. 5.12.1: Investigate the interdependence of living things and their environment.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.7 Conduct systematic observations.
- 3.9 Identify patterns and investigate relationships.
- 4.10 Apply study skills to expand knowledge and skills.

### **Teacher Notes on Classroom Implementation:**

## *Plants, Plants, Plants!*

**Activity Overview:** Students' knowledge of the target culture is enriched through this exploration of plant life and ecosystems. Their world language is a vehicle for acquiring and talking about scientific information.

### **World Language Cumulative Progress Indicators:**

- 7.1.2. Express attitudes, reactions and courtesy using short phrases and simple sentences.
- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and attain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
- 7.2.1 Demonstrate an awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of the speakers of the language studied.

**Resources and Materials:** Media center, Internet access, science materials, and art materials

### **Assessment:**

- **Formative:** Keep an informal inventory of students' oral production and participation. Note accuracy of students' work in plant-growth journal.
- **Summative:** Comment on students' presentations and students' investigations of model environments using a rubric-based questionnaire. Parents react to students' journals using a rubric-based checklist. Include journals in student portfolios.

### **Steps for Planning and Implementation:**

1. With instruction by the library media specialist on research strategies to access and assess information, students use resources, the Internet, and CD-ROM technology to gather facts about plant life in a region of the target culture.
2. Use a variety of techniques to introduce vocabulary about plant life to students.
3. Students place objects representing or depicting plant life of the target culture on a map of the target-culture country.
4. Students practice new vocabulary by using simple sentences as they place objects on the map.
5. Students acquire seeds of plants that grow in the target culture from the science specialist. If this is not possible, related substitutions can be made. Students plant a class garden.
6. Students keep a simple plant growth journal in which they record their observations about the plants in the target language.
7. Students create individual chain maps illustrating and labeling the growth cycle of their plants in the target language. Upon completion, students present these maps to the class using simple sentences.
8. Students create and label a diorama of an ecosystem in the studied region of the target culture. Invite parents and other classes to view the project, with students acting as target-language guides.

### **Extension Activities:**

- Students create a terrarium containing forms of plant life in the target-culture region.

## *Plants, Plants, Plants!* (continued)

- Plan a field study to a botanical garden that displays plants from the target-culture region.
- Students create their own books on endangered plants with pictures and simple text, and design a “Save the Environment” poster with a short message.
- Students compare and contrast uses of plants in the target culture with uses of plants in their culture.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.3.1: Apply elements and media common to the arts to produce a work of art.
- **Language Arts:** 3.3.3: Use writing to extend experience. 3.5.2: Demonstrate the ability to gain information from a variety of media.
- **Science:** 5.6.5: Describe life cycles of organisms for everyday purposes. 5.2.4: Keep a journal record of observations, recognizing patterns of observations and summarizing findings. 5.12.1: Investigate the interdependence of living things and their environment.
- **Social Studies:** 6.9.1: Explain the characteristics of renewable and nonrenewable resources and their distribution, and the role of resources in daily life. 6.9.2: Explain how people depend on the physical environment and how they modify the environment.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials
- 3.6 Plan experiments.
- 3.12 Interpret and analyze data to draw conclusions.

### **Teacher Notes for Classroom Implementation:**

*Note: Another nature-related scenario for Grades 3-4, entitled “Let’s Explore My Garden,” may be found in the Arts and Literature section at the beginning of this chapter.*



## *A Country Confection*

**Activity Overview:** Students design and produce a candy map of a target-language country including important geographical features, cities, and major products.

### **World Language Cumulative Progress Indicators:**

- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.2.1 Demonstrate an awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of the language studied.

**Resources and Materials:** Library or school media center; overlays of maps showing important products of the target country and its geographical and cultural features, videotapes, large wall map, individual blank student maps, and an outline of a map on heavy-duty waxed paper, heavy-cardboard rectangles (12x18); cake frosting, pastry decorating tube with icing, assorted candies, cake decorations, and paper flags of the target country

### **Assessment:**

- **Formative:** Note students' participation in "rapid-recall activities" and their ability to respond using the target language.
- **Summative:** Evaluate map presentations using a rubric that stresses correctness of pronunciation and intonation. Assess original poems, songs, or rhymes for accuracy of pronunciation and creativity. Use an analytic rating scale to assess candy maps. Criteria should include accuracy of placement of geographical features, cities, and products; correctness of map key; and overall creativity in presentation. Students peer-assess videotaped presentations using a rubric checklist. Include videotapes in student portfolios.

### **Steps for Planning and Implementation:**

1. Introduce important geographical features and cities of the target country with rapid-recall activities. Lead an imaginary barge trip through the rivers of the target country. Students follow the rivers on individual maps with miniature-boat play pieces. Markers, such as stars on cities and snowmen on mountains, identify features on the map. Elicit responses with a quick "Show me" drill on the large wall map. Pairs of students identify the rivers while students check the locations on their individual maps.
2. Students choose (or are assigned) a partner with whom they will work throughout this unit. With assistance from the library media specialist or teacher, partners research important products of the target country using CD-ROM programs, the Internet, and library resources.
3. Working in pairs, students place the wax-paper-outline map of the target country onto a heavy-duty cardboard tray. They then outline the map with white cake frosting.
4. Students use assorted candies to depict the boundaries, rivers, mountains, important cities, and products of the target country. For example, candy fish might represent water, licorice strips denote boundaries, and candy flowers indicate southern areas. A paper flag of the target country is the final decoration.
5. Students develop and write out a key to identify geographical features.
6. Help student partners create a rhyme, poem, or song about the geographical features, cities, or products. Tape the rhymes, poems, and songs on audiocassettes.

## *A Country Confection* (continued)

7. Invite parents to hear students' oral presentations of their "country confections." Students begin by pointing out and naming geographical features, major cities, and products in the target language. The presentations culminate in recitations of students' original poems, rhymes, and songs. Videotape the presentations for portfolios and future instructional use.
8. Maps are displayed in the school library, the public library, or local merchant windows (such as local bakeries or delicatessens).

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.3.1: Apply elements and media common to the arts to produce a work of art. 1.6.2: Plan and execute solutions to design problems.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening.
- **Science:** 5.10.1: Recognize and demonstrate the use of different kinds of maps. 5.10.2: Investigate materials that make up the earth, including rocks, minerals, soils, and fossils and how they are formed.
- **Social Studies:** 6.7.1: Use maps, globes, graphs, diagrams, and computer-based references and information systems to generate and interpret information. 6.7.3: Use mental maps to identify the locations of the earth's continents and oceans in relation to each other and in relation to principal parallels and meridians. 6.7.5: Demonstrate understanding of the spatial concepts of location, distance, direction, scale, region, and movement.
- **Library Information Skills:** Locate, select, retrieve, and assess a variety of print, CD-ROM, and online materials.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.7 Conduct systematic observations.
- 4.3 Evaluate own actions and accomplishments.
- 4.11 Describe how ability, effort, and achievement are interrelated.

### **Teacher Notes on Classroom Implementation:**

## *If It's Tuesday*

**Activity Overview:** Students develop and create yearlong individual daily planners that promote meaningful communication about important daily activities and reinforce good organizational skills.

### **World Language Cumulative Progress Indicators:**

- 7.1.1 Respond to and initiate simple statements and commands such as greetings, introductions, and leave-taking.
- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
- 7.2.1 Demonstrate and awareness of culture.
- 7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.

**Resources and Materials:** U.S. calendar, sample calendar from target culture, oak tag, construction paper

### **Assessment:**

- **Formative:** Record participation and fluency in daily planner reports.
- **Summative:** Evaluate daily planners using a rubric for written materials. Include daily planners in students' portfolios.

### **Steps for Planning and Implementation:**

1. Students compare a calendar from the United States with a calendar from the target country using an analogy map to show similarities and differences.
2. Students prepare a daily planner that reflects the correct ordering of days, holidays celebrated in the target culture, and other information relevant to their lives (e.g., birthdays and school vacation dates).
3. Students use the completed daily planner to record their daily school/leisure activities and homework for the months ahead.
4. Students share daily/weekly events with the class orally on a regular basis. Prompt them with questions about time, date, and place of events. For example, ask them questions such as "How many more days until Tim's birthday?" Remind them to record information on a chart weekly.
5. In groups of three or four, students consult planners to agree on a time for a play-date.
6. Students announce the day, the month, and the year over the school's P.A. system each morning in the target language, if possible.

### **Extension Activities:**

- With assistance from the library media specialist, students use the Internet to research calendars of other cultures and time periods (e.g., Chinese, Gregorian, Hebrew, or Aztec) and present their research to the class.
- Students create their own Aztec (or Hebrew, Chinese, etc.) calendars for display.

## *If It's Tuesday* (continued)

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.3.1: Apply elements and media common to the arts to produce a work of art. 1.6.2: Plan and execute solutions to design problems.
- **Language Arts:** 3.1.1: Use listening, writing, reading, and viewing to assist with speaking. 3.2.1: Use speaking, writing, reading, and viewing to assist with listening.
- **Math:** 4.8.1: Develop meaning for the four basic arithmetic operations by modeling and discussing a variety of problems. 4.14.5: Follow, devise, and describe practical lists of instructions.
- **Science:** 5.2.2: Develop strategies and skills for information gathering and problem solving, using appropriate tools and technologies. 5.5.4: Use tables and graphs to represent data.
- **Social Studies:** 6.5.3: Describe the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds. 6.5.6: Examine particular events, and identify reasons why individuals from different cultures might respond to them in different ways.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 1.1 Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness
- 3.9 Identify patterns and investigate relationships.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 3.15 Apply problem-solving skills to original and creative/design projects.
- 4.2 Work cooperatively with others to accomplish a task
- 4.9 Use time efficiently and effectively.

### **Teacher Notes on Classroom Implementation:**

## *What Am I Bid?*

**Activity Overview:** Students practice useful expressions and skills needed for making a purchase in the target language by participation in a class auction.

### **World Language Cumulative Progress Indicators:**

- 7.1.4 Describe people, places, things, and events using short phrases and simple sentences.
- 7.1.5 Provide and obtain information on familiar topics.
- 7.1.7 Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
- 7.2.1 Demonstrate an awareness of culture
- 7.2.2 Demonstrate knowledge of the cultures of speakers of the language studied.

**Resources and Materials:** Articles for bidding (pictures of articles may be used); reproductions of money from the target culture

### **Assessment:**

- **Formative:** Use a checklist to record frequency and quality of student participation during the auction.
- **Summative:** Check currency conversions for accuracy. Using a rubric for evaluating written material, review students' descriptions of the articles purchased. Send a copy home to be shared orally with parents. Parents comment on students' oral and written descriptions by responding to a checklist questionnaire.

### **Steps for Planning and Implementation:**

1. Introduce students to target-culture currency and their equivalents in U.S. currency using a variety of vocabulary teaching techniques.
2. Through guided practice in pairs, students learn to convert currencies.
3. Students (and teacher) contribute articles for an auction.
4. Students prepare a bulletin board or a catalog showing articles to be auctioned with appropriate labels.
5. Students create advertisements about the auction.
6. Students establish a plan to rotate the role of auctioneer.
7. Direct students to bid on several articles but to purchase no more than one.
8. A student auctioneer presents the article and opens the bidding by asking questions such as "What do you pay for this big red box from China?" or "How much is this box worth?"
9. Students bid using money appropriate to the target culture.
10. The article goes to the highest bidder, and the next auctioneer takes over. At the end of this activity, each student has played the role of auctioneer, has bid for several articles, and has purchased one.
11. Students convert the price of their article into U.S. currency.
12. Students describe their purchases and present them to the class, explaining why they purchased that particular article.
13. Help students create a chart listing the following: purchaser's name, article purchased, price in target-language currency, price in U.S. currency.

## *What Am I Bid?* (continued)

### **Extension Activities:**

- Students describe their purchases in writing (shape, size, color, price). Written descriptions are added to the catalogue.
- Students write an article about their auction as a class project. Send copies of the article home to parents as part of class news.
- Enhance math operations by asking questions such as the following: “If I wanted four of these articles, how much would it cost in both currencies?”
- Remind students they can only spend a fixed sum of money. They must decide which articles they can bid on and purchase.

### **Interdisciplinary Connections:**

- **Visual and Performing Arts:** 1.2.1: Demonstrate performance and participation skills by working and creating individually and with others. 1.3.1: Apply elements and media common to the arts to produce a work of art. 1.5.3: Apply knowledge of historical, social, and cultural influences to understanding a work of art.
- **Language Arts:** 3.1.8: Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story. 3.3.4: Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems.
- **Math:** 4.6.6: Count and perform simple computations with money.
- **Social Studies:** 6.6.2: Describe the relationship of price to supply and demand. 6.6.4: Distinguish between wants and needs.

### **Cross-Content Workplace Readiness Cumulative Progress Indicators:**

- 1.3 Identify career interests, abilities, and skills.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.11 Identify and evaluate the validity of alternative solutions.

### **Teacher Notes on Classroom Implementation:**

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# **GRADES 5-8 SCENARIOS**

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