



Teaching *for*
TRANSFORMATION

Elephant and Piggie Spanish Skits

8th grade Spanish

Wendy Moes

Calvin Christian School





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Deep Hope:

What if...

we could be **courageous, grace-filled,** hospitable people

who **uphold** the **image of God** in **ALL** people to **strengthen**

local and global community.



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Long Term Learning Targets:

- 🎯 I can...use Spanish phrases and sentences correctly and in a way that is understandable and hospitable toward a particular audience.
- 🎯 I can...bravely try something I've never done before, even if I'm not sure I'll be able to do it perfectly.



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Curricular Outcomes:

Communication, Present Information:

- I can present Spanish lines confidently and with understandable pronunciation.

Communication, Interpret Information:

- I can demonstrate comprehension of written Spanish words and phrases through a developmentally appropriate task.



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Habit(s) of Learning:

Curious Thinking - creative and critical - students get to decide how to best communicate the meaning of their story through a skit using props, costumes, expression and movement. This is an open-ended project that requires them to be curious about younger students and drama.

Joy-filled Collaborating - we are grateful, playful and reflective - students work in small groups (pairs) and are also part of larger groups performing the same stories. Together, they design enjoyable and comprehensible experiences for younger learners.



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See God's Story:

Creation	Fall	Redemption	Restoration
God created us to be image-bearers of his who were without sin and therefore had no shame.	Because of sin, we can be self-centered individuals, making it difficult to consider others. Speaking our own language is most convenient.	With God we can look outward and pay attention to the people around us. We can think about what others may need and want.	We can bring joy to the younger learners and share our Spanish skits with them at their level and in an engaging, welcoming way, in a new language.



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Storyline:

We will “Welcome Others” into our classroom for a skit.

We will “Extend Grace” towards our classmates, as we are all a bit nervous to present in the target language, which is less familiar to us. We may make mistakes along the way, but we are a learning community, together.

We hope to “Create Unity” with others at our school as we invite younger students to our classroom to share with them what we have worked on.



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Storyboard

**Worshippers of God
Seekers of Truth
Reflectors of Christ
Enjoyers of Creation
Pursuers of Justice
Keepers of the Earth
Creators of Beauty
Leaders for Community**
Calvin Christian School

Welcome Others.
Dar la bienvenida a los demas.

Extend Grace.
Extender la gracia.

Create Unity.
Crear unidad.

What if...
IMAGINE IF
We could be fearless, curious, welcoming people who sustain the image of Christ

we could be courageous, grace-filled, hospitable people

who uphold the image of God in ALL people to strengthen local and global community.

Leaders of Community

Creators of Beauty

Dreamers

Dear Primo

Pele

Side by Side

How can we be "Pursuers of Justice?"

Student reflections: political impact of learning & sharing about pursuing justice through a second language

7th graders leading the students of chapel

8th graders create and sent videos to their "hermositas" at Caminito de Jesus in the Dominican Republic

5th graders visited the neighborhood of Plores where they ate lunch at an authentic Mexican restaurant

"El Milagro," went on a musical tour and visited the National Museum of Mexican Art

Students sharing the action for "United States" one of our "United States"

Let your conversation be full of grace, seasoned with salt

I can bravely try something before, I've never done even if I am not sure I'll be able to do it perfectly.

I can be kind and gracious when we try challenging activities and patient with my classmates which will make learning together feel safe.

I can greet my classmates teachers and others who come to our class in Spanish in order to help strengthen our learning community.

I can understand and produce Spanish words and phrases preparing me to be hospitable toward others.

Our grade students collaborating on English and Spanish "Yo Soy" worksheets and projects

8th graders creating and sending videos to their "hermositas" at Caminito de Jesus in the Dominican Republic

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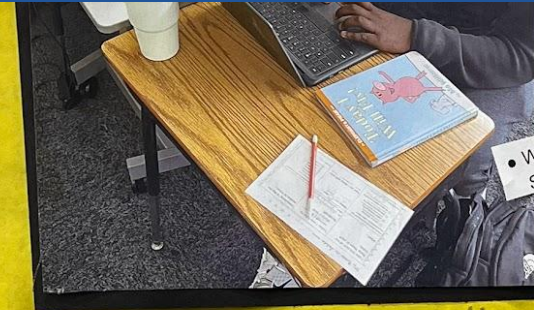
I can understand and produce Spanish words and phrases preparing me to be hospitable toward others.



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Storyboard

8th grade students collaborating on
Elephant and Piggie 'Mo Willems'
storybook skit projects

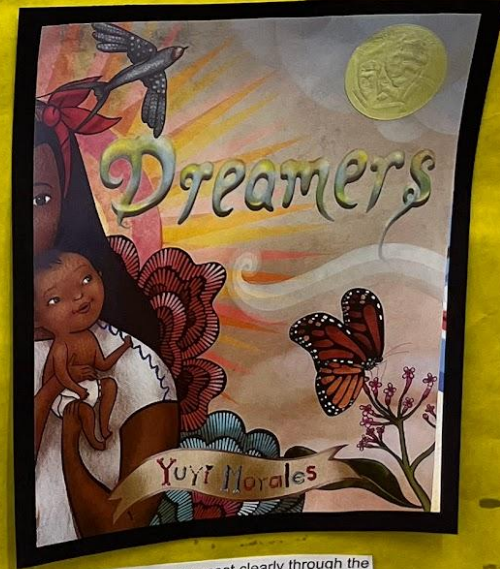


• What connection do you see between our Deep Hope Statement and our Elephant and Piggie Skits?

I see us being
courageous to get
it there and perform
and the kids were
being enjoyed of
creation.

We created unity
by doing something
that took courage
for all of us.

Creators of Beauty



Which throughline did you see most clearly through the
Elephant and Piggie project? How? Explain.

a creator for community
- we can help
show lower grades
that we should be
inspired to
each other

I think enjoyment
of creation because
everyone had their
created their own
parts of the play and
everyone had fun
with it and being
joyful while creating

community.



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Throughlines:

Leaders for Community

Students recognize that they are the oldest in our school. They realize that good leaders often need to be brave, outspoken and take responsibility. They will need these skills to confidently present their skits.

Being a leader when speaking Spanish and presenting, allows students to 'own' the Spanish they are learning and brings confidence to something they are used to a teacher leading them in.

Creators of Beauty

Students will be able to make the story 'their own' by typing the script, dreaming up props and costumes that will make it come alive. They will prepare movements and expression that will come together to make a final work of art, a dramatic performance.

Creating something beautiful, that one is proud of, makes a memory in the minds of the audience and actors. Rather than a review activity, test or worksheet, students will recall not only the memory of the performance, but the repetition of the lines.



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Formational Learning Experience:

Real needs: 8th grade students need to be aware of and practice welcoming others in. They also need to learn the components of being leaders in our community, how to exercise hospitality and value the act of creating beauty: taking literature and making it into a play that has their own creative personality and design.

Real people: We invite in younger elementary students

Real work: Design a skit around a book that is entertaining and enjoyable for students. Organize the skit and its elements in an aesthetic way. Present the skit to students in younger grades.



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INVITE

Students were walked through some questions about leadership, creating beauty and enjoying creation.

Students watched videos of skits from previous years that other students had done.

Students reflected on what would make a good skit and a welcoming younger students.



What makes someone a good leader?

- Followed
because they
want to be

- Integrity

• A good leader
listens to others.

• lead people in
doing the Right
thing.

- Does the
right thing

How do students in School see you (as 8th graders)?

Role Models • cool

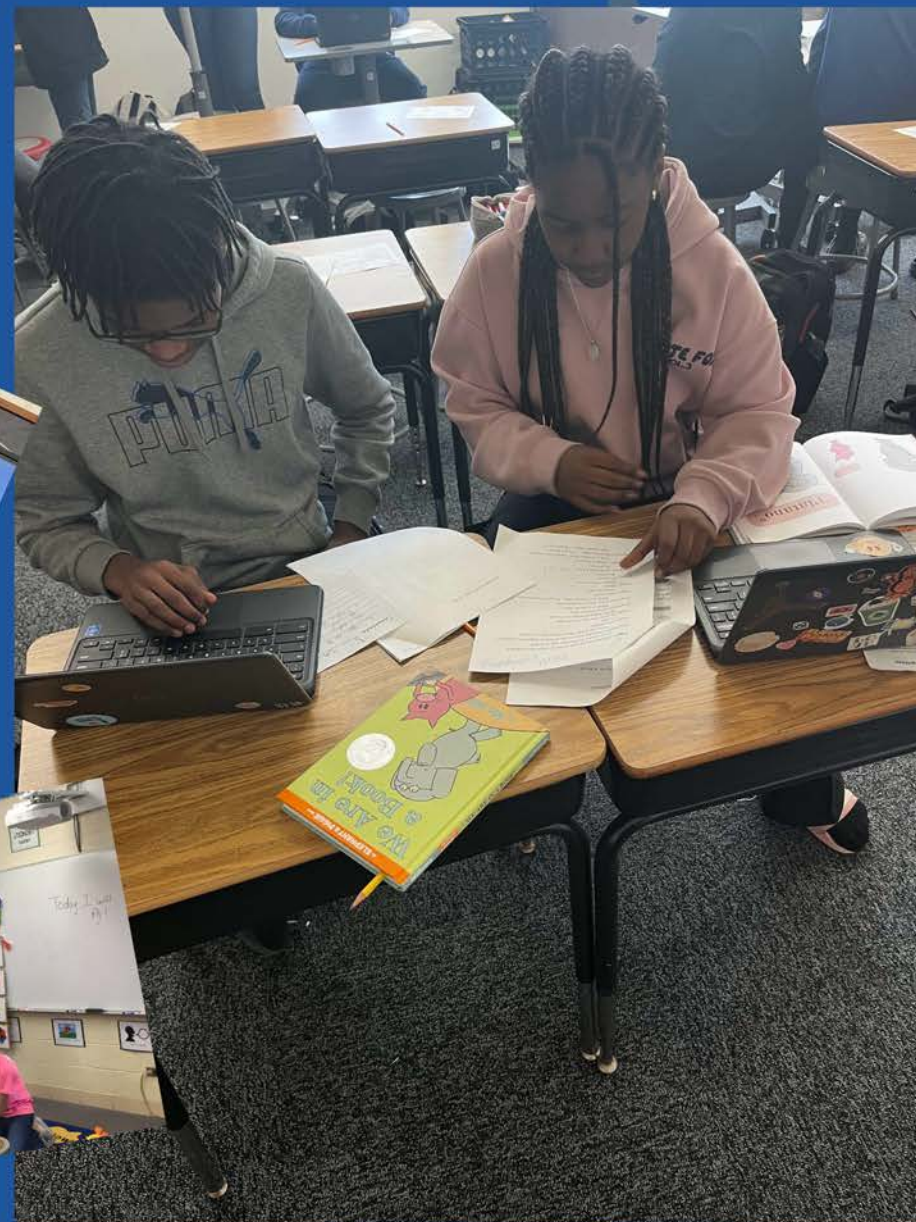
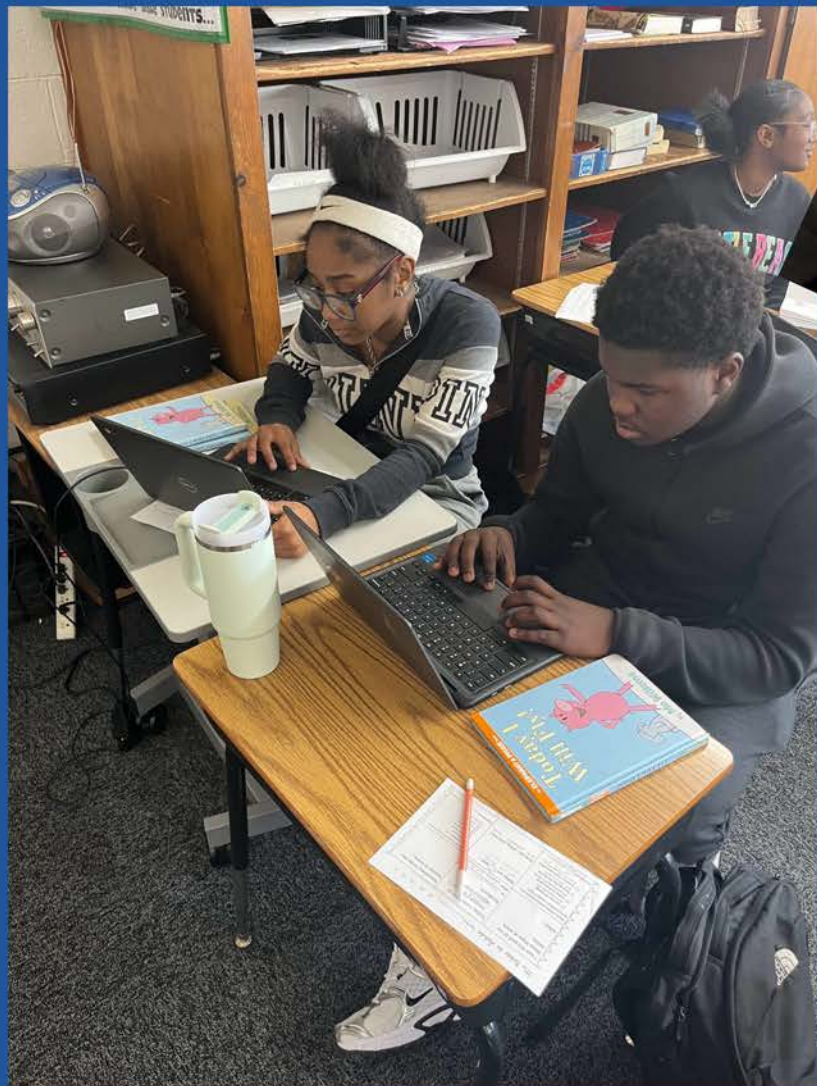
- Smart
- Leaders
- Helpful
- intimidating
- old
- Privileged
- willing
-
- scary
- Loud
- Strong
- very tall

How did you perceive 8th graders when you were younger?

- Freedom
- Responsibilities
- Hard homework
- Mean
- Big and Scary
- Cool
- Hard looking.



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NURTURE

Read-aloud links provided for listening to the books and practice pronouncing words correctly in preparation for the final performances.

The video player shows a hand holding an open book. The left page features a cartoon elephant with its arms raised, and a speech bubble above it that reads "¡NO VOLARÁS NUNCA!". The right page shows a cartoon pig standing next to the elephant. The video player interface includes a search bar, a play button, a progress bar at 0:49 / 4:16, and various control icons. Below the video, the text "Watchable by calvinschool.org." is visible, followed by the title "¡Hoy volaré! (Spanish Edition) (An Elephant and Piggie Book) libro en español Elefante y Cerdita".

Watchable by calvinschool.org.

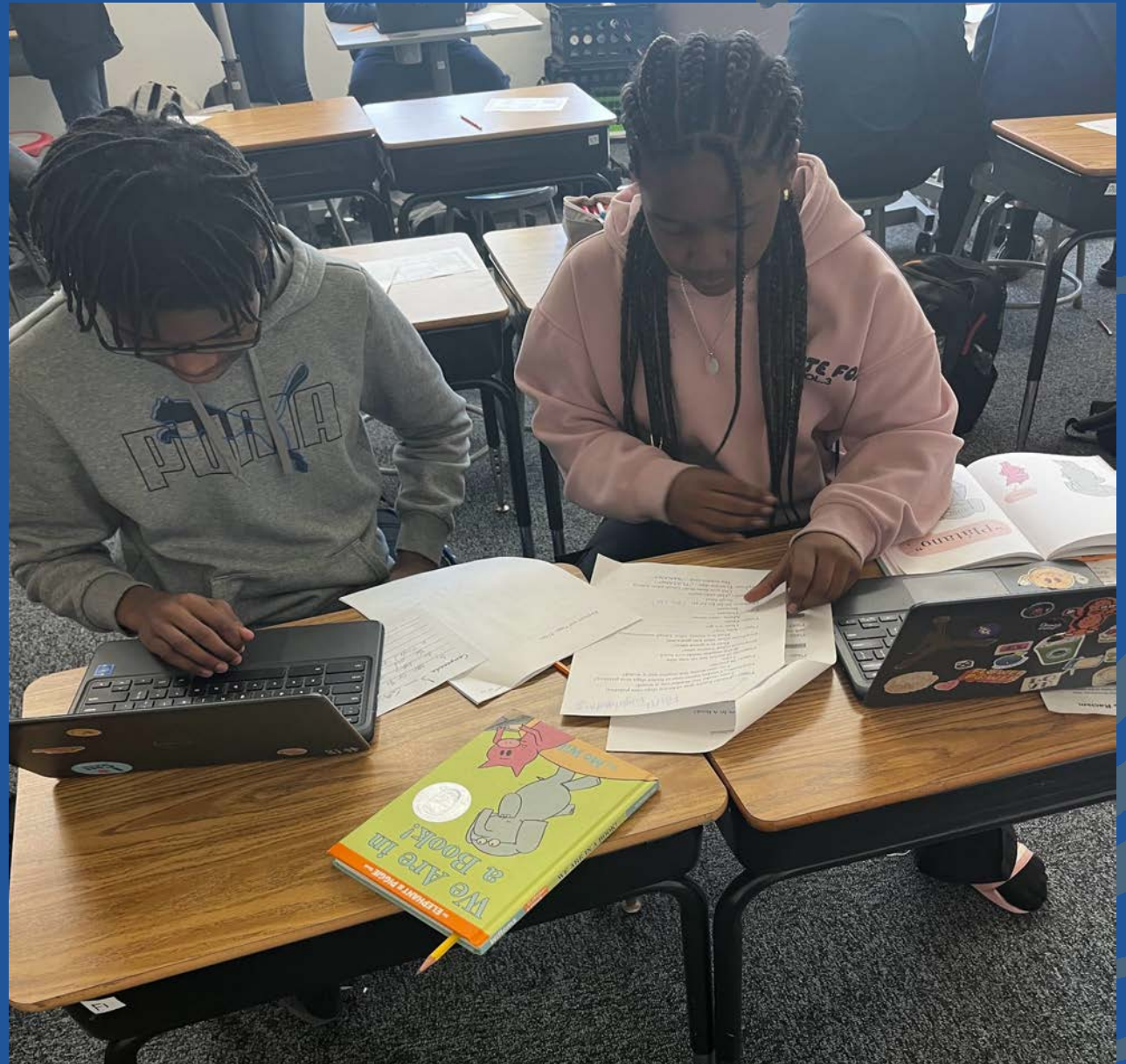
¡Hoy volaré! (Spanish Edition) (An Elephant and Piggie Book) libro en español Elefante y Cerdita



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NURTURE

Hard copies of books were provided, in Spanish and in English for students to get familiar with the storyline and to type up their scripts.





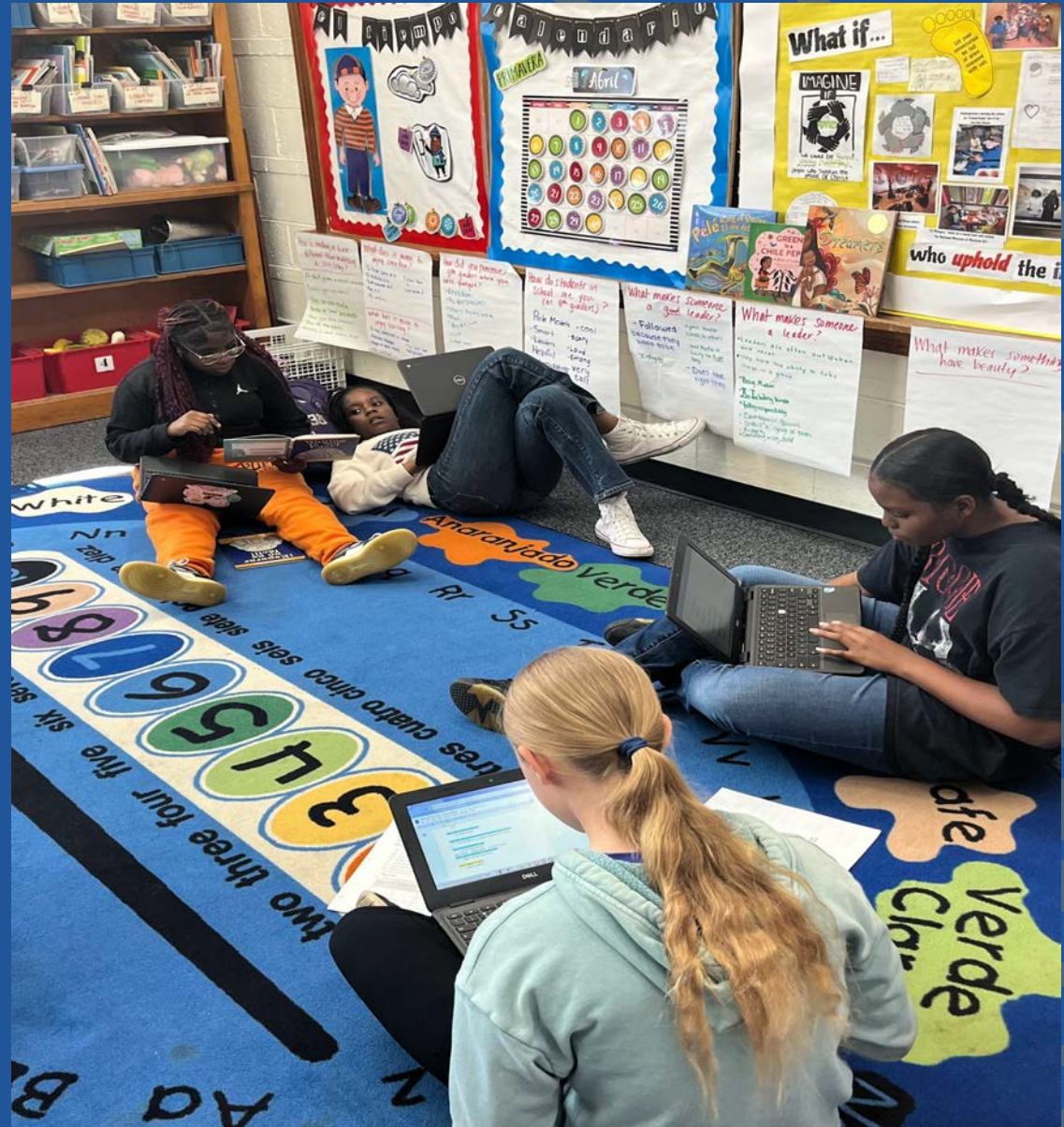
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NURTURE

Multiple pairs work on the same storyline/book.

Time to work in pairs and in a larger group of those working on the same book, is provided.

Larger groups can consult with other pairs to coordinate or get feedback on props, design of skits, etc.





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EMPOWER

Students were empowered by watching other students of their age performing the same task.

They are given the opportunity to make the skit personal to their group; choosing their own costumes, prop ideas, movement choices, etc.



We Are In A Book!

Elephant: ¡Estamos en un libro!
We are in a book!

Piggy: Gracias.
Thank you.

Elephant: ¡*Look worried/confused*
!!

Elephant: ¡Cerdita!
Piggy!

Piggy: ¿Si, Geraldo?
Yes, Gerald?

Elephant: Yo creo que alguien nos está mirando.
I think someone is looking at me.

Piggy: *Look confused at Elephant, walk up to the audience, look intrigued*

Piggy: ¡Alguien *nos* está mirando!
Someone is looking at us!

Student copy of script typed with notes about movement on stage and expression.



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EMPOWER

Students were given rubrics and were aware of the constraints of the assignment.

Spanish "Elefante y Cerdita" Presentations		8 th Grade Final Project Grading Rubric		Name _____	
Categories	10, 9, points	8, 7, 6 points	5, 4, 3, 2, 1 points		
SCRIPT	Script is 90-100% accurate 10 9	70-90% accurate script 8 7 6	50-70% accurate script 5 4 3 2 1		
MEMORIZATION/FLOW	Completely memorized, any notes only glanced at 10 9	Some notes needed, a few minor errors made or interrupted flow in presentation 8 7 6	Needed notes for most or all, presentation didn't flow well 5 4 3 2 1		
CREATIVITY IN PRESENTATION	Had more than one suitable prop, costumes worn were well chosen/made 10 9	Had one prop or props didn't well suit the story; costumes were too minimal or not suited 8 7 6	None or very poor props and costumes 5 4 3 2 1		
COMMUNICATION	Excellent eye contact, projection and use of expression and movement appropriate during presentation 10 9	Fair amt of eye contact, projection and minimal use of expression and movement appropriate to the story 8 7 6	Limited or no use of eye contact, projection or use of expression or movement appropriate to the story 5 4 3 2 1		
<u>PRONUNCIATION</u>	None or very slight pronunciation errors 10 9	A few major or several minor pronunciation errors were made 8 7 6	six or more major pronunciation errors were made 5 4 3 2 1		

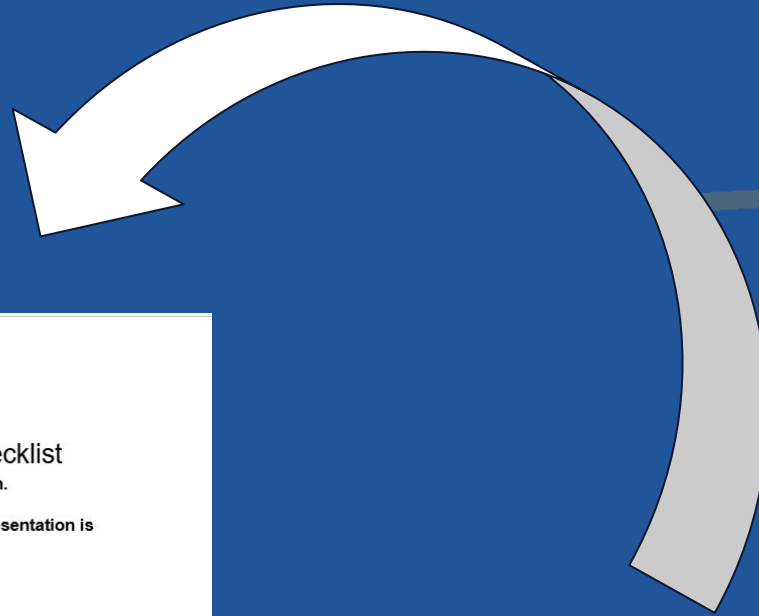
8th Grade Spanish		Notes about Elefante y Cerdita Skits		Nombre _____	
Number:	Observations & Positive Feedback:	Questions & Suggestions:			
Skit #1					
Skit #2					
Skit #3					
Skit #4					
Skit #5					

Students watched videos of previous performances and wrote what criteria they imagined were used for a successful skit



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EMPOWER



8th grade Spanish

Elefante y Cerdita Checklist



I can understand and present a simple skit, in Spanish, using correct pronunciation.



I can use creativity with visuals, vocalizations and movement to ensure that my presentation is engaging to those watching.

Book title: _____

Student names: _____

- ☐ Script typed
- ☐ Script edited by its own group
- ☐ Script edited by Sra. Moes and returned to group
- ☐ Edits from Sra. Moes updated in our document
- ☐ Document reprinted after edits made
- ☐ Each group member listened to Read-aloud **3x**
- ☐ Practiced reading aloud together (tally marks below of how many times - you'll keep adding them)

TALLIES:

- ☐ Discussed and worked out props and set:

Prop or set item	Person(s) assigned	Date to be	Prop completed
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Student pairs were provided with a checklist walking them through the basic steps of the assignment.



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Student Reflections:

Students answered questions throughout the process of the project that kept redirecting them to some of our throughlines and Deep Hope. [Reflection questions](#)

The Elephant and Piggie Skit, because it made the littles laugh and smile which made my day.



In what moments or in what ways during the project did you feel like a Creator of beauty, Enjoyer of Creation or a Leader for Community?
I felt like a leader for community because I was courageous enough to go up there and perform in front of little kids.

How was community strengthened during this project? And with whom?
Community was strengthened by coming together to perform skits, laughing together, and making memories.



Student Reflections:

1. What did planning and performing your skit tell you about yourself? What part took the most courage for you?

Planning and performing my skit showed me that I really enjoy speaking and performing in front of others despite that being the part that took the most courage.

2. Compare your Elephant and Piggie skit with your Caminito de Jesus video - touring places in Calvin Christian School project. What did you experience in each? Which one did you find more challenging? Which was more rewarding and why?

In each project my Spanish speaking skill grew significantly and helped with having conversations in Spanish instead of just memorizing.

Elephant and Piggie were both most rewarding and challenging because it pushes you to be creative but seeing the younger ones enjoy and laugh during the performance makes all the place worth it.



Student Reflections:

7. How was community strengthened during this project? And with whom?

Community was strengthened by coming together to perform skits, laughing together, and making memories.

8. In what ways were we as a class successful in being hospitable people this year?

We were hospitable by making a video to kids at Caminito de Jesus, welcoming them to our school through a video. We are also hospitable this year by making skits for the lower grades to entertain them.

9. How was our 'Deep Hope' realized (became real) in this project and anytime this school year?

Our Deep Hope became real in this school year by being leaders and role models for the lower grades, like elementary school. We are courageous enough and hospitable to be leaders in our community. We strengthen our community by doing skits, videos, group projects, and more.



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One Performance

Waiting is not Easy Performance

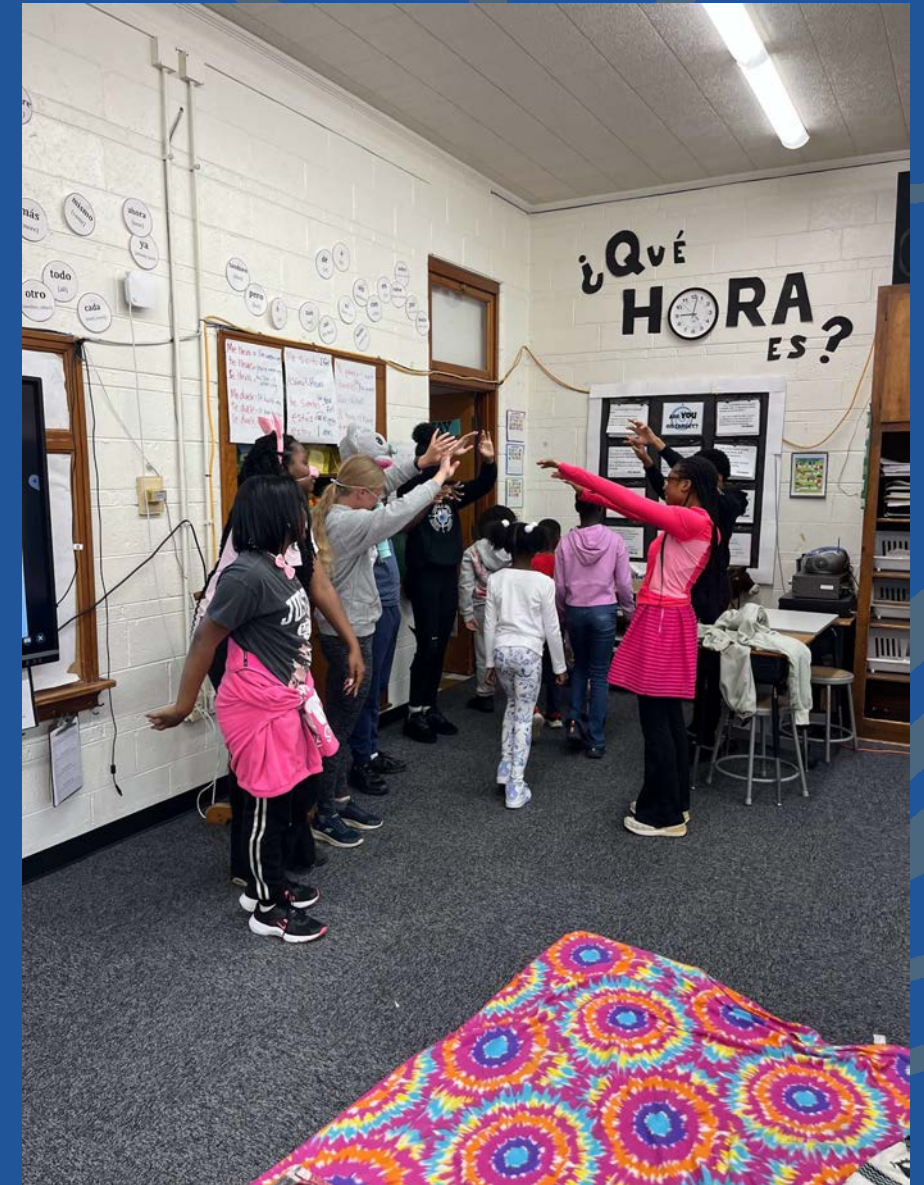
Piggie and Gerald Performance Days:





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Piggie and Gerald Performance Days:





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Piggie and Gerald Performance Days:





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Piggie and Gerald Performance Days:





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Teacher Reflections:

Deep Hope was realized because students truly needed courage to be able to perform at a level that was fun for kids. It required them to step outside of the “cool” facades and lean into having some silly fun as 8th graders.

In addition, students bonded and built community through the problem solving, brainstorming props and costumes and how to make the play come alive and through time spent creating something beautiful together. They also built a connection with the youngest students in the building and took time to consider how someone else might think or be most engaged.

Prior to presenting we brainstormed how to make our classroom kid-friendly and discussed extra measures and small touches that would show hospitality to our audience. They came up with bringing in pillows and blankets for students to sit on, those in costume welcoming and walking the younger students down to the room at the time of the performance, greeting them with a fist bump or high five, making a welcome sign for the hallway and leading a human tunnel for the students to walk through as they came and went. They were able to extend grace and hospitality to others.



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Teacher Reflections:

We kept this FLEx “in house.” Initially, I really wanted to incorporate a “Real World” audience outside of the classroom, but recognize my students are operating at a beginner level; finding a native-speaker audience that would benefit from the skits would be difficult. As a non-immersion Spanish program, our audience opportunities can feel limited. I continue to brainstorm about how to solve “Real World” problems that are authentic Spanish-speaking opportunities and allow us to be a part of the solution with such limitations.



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Additional Information to tell the story:

Next time, I see a lot of potential for student leadership and engagement in allowing some liberties in how we take this project to the next level. How do we engage the younger students prior to them coming to our classroom for performances? How do we extend the learning for them so that Spanish learning is maximized even for our audience?

1st grade students who attended the performances wrote thank you letters to the 8th graders. They drew pictures of favorite parts and personally thanked one of the 8th grade actors/actresses; this was evidence of the connections made.



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