



Teaching *for*  
**TRANSFORMATION**

# Story Sharing Spanish 3 Grade 10

Noah Kinsman  
Coulee Christian High  
School



## Deep Hope:

My Deep Hope is that my students would recognize the image of God in all people, exploring languages and bridging cultures to love one another while representing Christ to the world.

## Long Term Learning Targets:

- 🎯 I can use Spanish to show Christ's love to others.
- 🎯 I can narrate using level 3 Spanish vocab and grammar beyond the classroom to interact in the community.



## Curricular Outcomes:

American Council on the Teaching of Foreign Languages (ACTFL)  
National Standards: 1.3, 5.1



## Habits of Learning:

Courageous Designing: Students create their own bilingual stories to read to Kindergarten students.

Gracious Communicating: Students provide Kindergarten students with English sentences and illustrations to enhance their understanding of the story.



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## See God's Story:

**Creation-** We were created for unity and community with each other, sharing one language for all humanity.

**Fall-** After sin entered the world, humanity sought to elevate themselves above their Creator. In response, God confused their languages at the tower of Babel, creating many languages and scattering humanity across the earth.

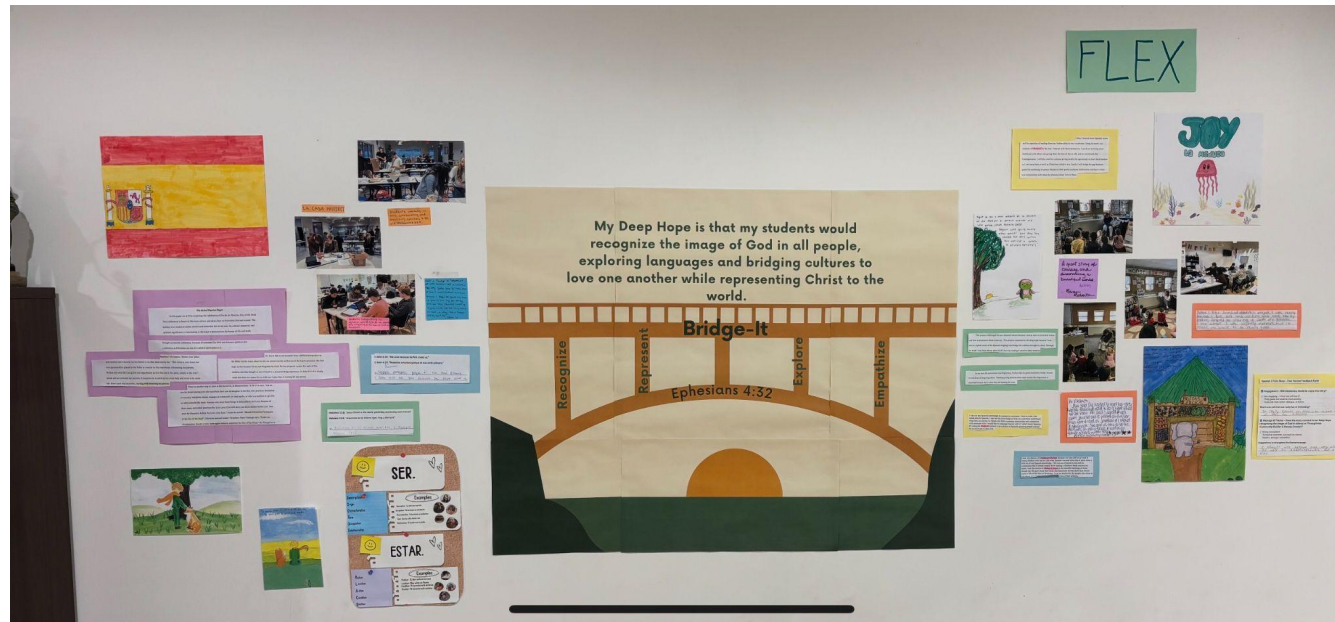
**Redemption-** By learning other languages, we can begin to heal this division. Through communication with others who do not speak our language, we have the opportunity to share the good news of Christ's redemption for our brokenness.

**Restoration-** In Christ, God is restoring all things, including the unity that was fractured at Babel. One day, every tribe, tongue, and nation will worship together before His throne (Revelation 7:9-10). Until that day, our efforts to bridge language barriers reflect God's desire for reconciliation and foreshadow the ultimate restoration of humanity in perfect harmony with Him and one another.



## Storyline: Bridge-It.

In order to love one another with language, we need to bridge the gap between cultures and seek others out. Creating and sharing stories in Spanish is an act of building bridges between cultures, languages, and age groups. My students are actively bridging the gap between themselves and younger students by using language and creativity to connect and communicate.





FLEX



LA CASA PROJECT



"I really enjoyed  
all the different  
languages and  
cultures. I learned  
a lot from the  
project. I hope to  
learn more about  
other cultures in the  
future."

My Deep Hope is that my students would  
recognize the image of God in all people,  
exploring languages and bridging cultures to  
love one another while representing Christ to the  
world.

Bridge-It

Recognize

Represent

Explore

Empathize

Ephesians 4:32

SER.

ESTAR.

Examples

- Recognize: Culture, Language, Religion, etc.
- Represent: Language, Religion, etc.
- Explore: Language, Religion, etc.
- Empathize: Language, Religion, etc.

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- Represent: Language, Religion, etc.
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Other students' words about the experience of learning Spanish and the importance of understanding different cultures.



A good story is  
something that  
inspires and  
encourages.



When I first started learning Spanish, I was nervous. But now I feel confident and proud of my progress.

The project helped me understand the importance of learning a second language and how it can help us connect with people from different cultures.



It was so much fun to learn Spanish and to be able to communicate with people from other cultures. I hope to continue learning more about different languages and cultures.

I learned a lot from the project and I am proud of my progress. I hope to continue learning more about different languages and cultures.



Thank you for the opportunity to learn Spanish and to be able to communicate with people from other cultures. I hope to continue learning more about different languages and cultures.





## Throughlines:

**Community-Builder:** Students engage with younger learners to foster connection, understanding, and joy through storytelling.

**Beauty-Creator:** Students will creatively design original stories and illustrations that reflect the beauty of language, imagination, and God's creation. Their work will bring joy and wonder to younger students and demonstrate how beauty can inspire connection and understanding.



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## Formational Learning Experience:

**Real needs:** Younger students often need accessible, engaging ways to experience language and story. The relationship built between the older and younger students adds depth to the activity.

**Real people:** The elementary students are younger learners who will directly benefit from the stories and interactions with the Spanish 3 students.

**Real work:** By interacting with younger students, Spanish 3 students experience real relational and mentoring dynamics, requiring them to practice patience, empathy, and effective communication. They can use Spanish to inspire the elementary students to learn the language as well.



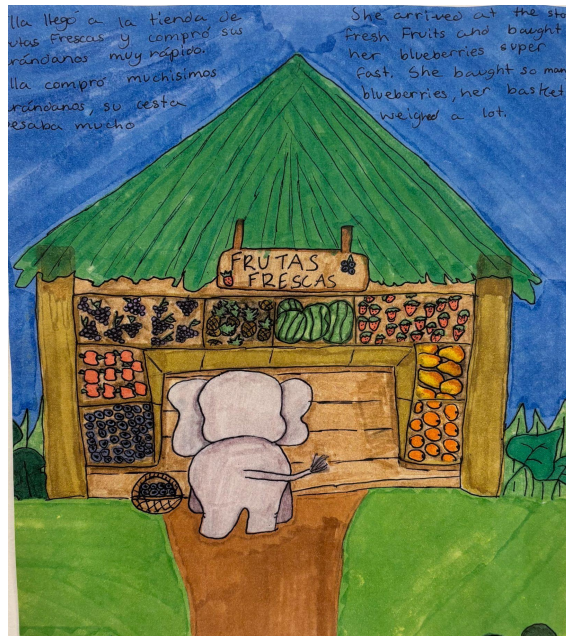
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## INVITE

- I shared how I have done this project in past years and how it would be different this year. I shared my deep hope with them and allowed them to reflect on how they would be using Spanish to love others.

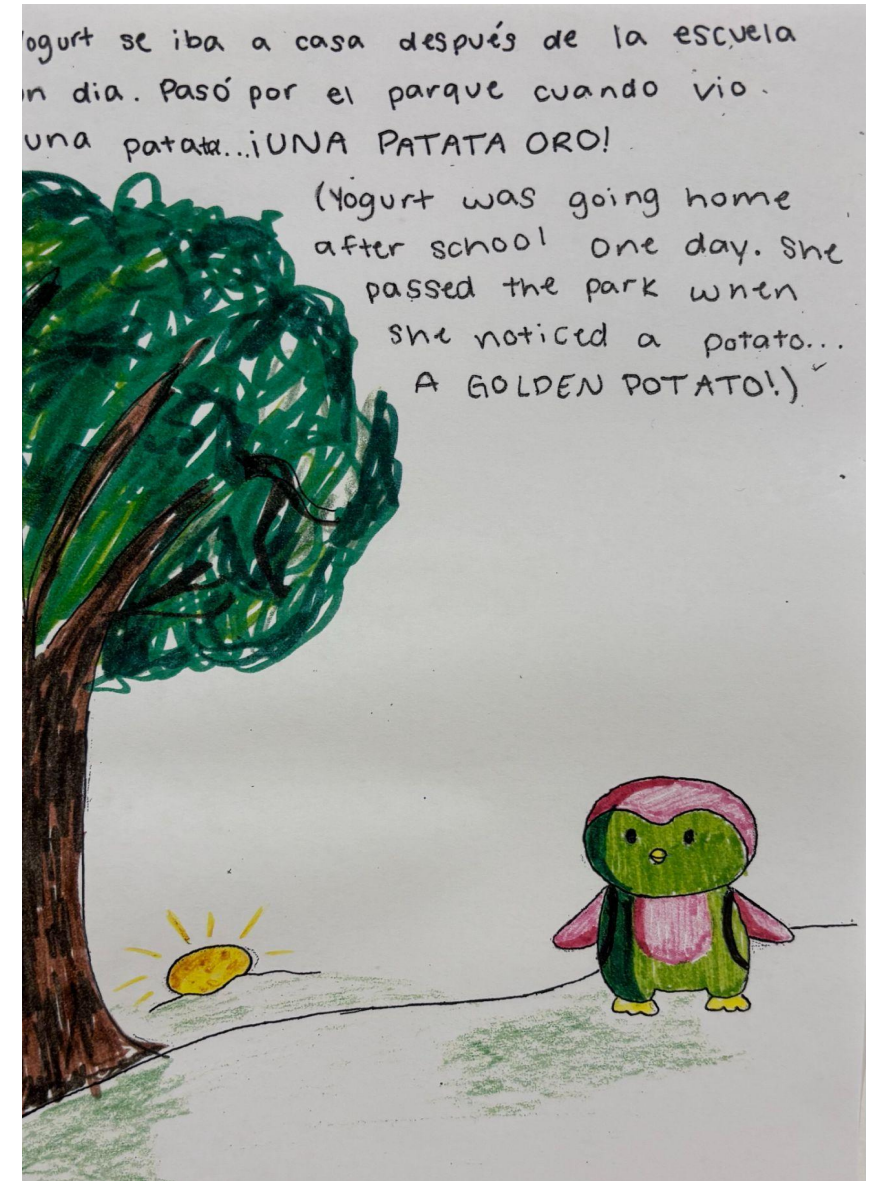
## NURTURE

- I let them take ownership of their story by allowing them to choose themes, characters, or moral lessons they wanted to convey to the younger students. I let them brainstorm, collaborate their ideas, and peer-review each other's stories.





## NURTURE





## EMPOWER

- Students practiced reading the story to the rest of the class as if they were reading to a younger audience. Then they read it to a family member to practice and receive feedback before finally reading it to the kindergarten class.







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## Student Reflections:

“This experience will impact the way I use Spanish in the future because it was a way to get outside the classroom and share some of the work I’ve been doing.”

“Presenting my story to the elementary students was a lot less scary than expected. It reminded me of how I felt whenever something exciting like that happened to me when I was their age.”



## Teacher Reflections:

The students wrote their bilingual stories and delivered them to the Kindergarten students. The Kindergarten students enjoyed their stories and were excited to have the high school students share with them. The Kindergarten teachers were excited for this opportunity and are looking forward to working with us again next year.

## Additional Information to tell the story:

- Emails to Kindergarten teachers for collaborating and refining details
- Email to Spanish 3 parents about the FLEx and my hopes for this opportunity
- Parent/Family member feedback from students practicing their story reading at home



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# Checklist for website publication

As part of our ongoing curation of TfT stories, we invite you to prepare your TfT story for inclusion on our website! Please complete the checklist (right) and email your PowerPoint to your school designer. Please include your information below so we can reach out to you with questions, should they arise.

Name: Noah Kinsman

Email: [nkinsman@couleechristian.org](mailto:nkinsman@couleechristian.org)

School: Coulee Christian School

## Overall:

- ☐ Story is easily understood by someone not familiar with it.
- ☐ Permission for student names/photos to be shared throughout TfT network
- ☐ Spelling/grammar/sentence structure
- ☐ Links are active (and are linked to items that can be shared throughout TfT network)
- ☐ Photos & artifacts included and plentiful; photos and student reflections are used to tell the story

## Slides include:

- ☐ Deep Hope
- ☐ Long Term Targets
- ☐ Curricular Outcomes
- ☐ Habits of Learning
- ☐ See God's Story
- ☐ Storyline
- ☐ Throughlines
- ☐ FLEx
  - ☐ Includes real work, real needs, real people
  - ☐ Involves "top 3 tier" real people
  - ☐ Tied to curricular outcomes
- ☐ Invite
- ☐ Nurture
- ☐ Empower
- ☐ Student Reflection
- ☐ Teacher Reflection