

**OVERVIEW:** Your Spanish class and your sister class in the Spanish-speaking world decide to have a competition to see which class can come up with the best message for a bookmark made from recycled material. First, you read an article dealing with how to make a bookmark. Next, you create a message to include on the bookmark. Then, you have a conversation with one of your classmates in which you discuss how you will make your bookmark. Finally, you create a mock-up page for the competition so that students from your class and your sister class can upload pictures of their bookmark.

**NOTE TO TEACHERS OF OTHER LANGUAGES:** To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit [http://goes.gsfc.nasa.gov/text/web\\_country\\_codes.html](http://goes.gsfc.nasa.gov/text/web_country_codes.html). If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-High students, select a text that is easy to understand, has lots of repetition, and includes visual support.

### **INTERPRETIVE MODE:**

**SLO #1:** Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative environmental products and practices of the target culture(s).

<http://www.tuteate.com/2012/08/28/recicla-carton-y-bordalo/>

### **Recicla cartón y bórdalo**

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Escrito por **Tutéate Team**



Hoy en Tutéate compartimos un tutorial de reciclaje sencillito con el que hacer... ¡un punto de libro o marcapáginas de cartón bordado! El cartón en cuestión era de una caja de cereales a la que hemos decidido darle una segunda vida, así que en vez de acompañarnos por las mañanas seguramente será una de las últimas cosas que veamos antes de irnos a la cama (si es que cumplimos uno de los propósitos que tenemos por aquí, que es leer más...). ¿Os animáis a hacer uno? A continuación os mostramos los pasos que hemos seguido para hacerlo.

**Material necesario:**

- 1 caja de cartón de cereales o galletas para reciclar
- 1 lápiz y tijeras
- 1 plantilla para letras o dibujos (opcional)
- [Hilo de algodón](#) o lana más una aguja lanera
- 1 lámina de corcho o fieltro como soporte a la hora de perforar el cartón
- Pegamento o cinta adhesiva de doble cara
- [Troquel para agujero circular](#) y [cinta fabric tape](#) (opcional)

**Pasos a seguir:**

1- Recortar un rectángulo de cartón del ancho deseado para nuestro punto de libro y del doble de largo de lo que tengamos en mente para el resultado.



Dibujar en él nuestro mensaje o imágenes a bordar en la mitad izquierda del rectángulo. Por aquí nos hemos ayudado de una plantilla.

2- Con la ayuda de la aguja lanera con la que posteriormente bordaremos, ir punzando alrededor del dibujo para crear los orificios por los que luego pasará el hilo.



3- Una vez perforados los contornos de nuestro dibujo, bordar libremente con el hilo o lana deseado.



4- Una vez acabado el bordado, añadimos pegamento o cinta adhesiva de doble cara a la parte trasera del cartón y lo doblamos aproximadamente por la mitad a lo largo.



Y lo acabamos de adornar como queramos. Aquí le hemos pegado un poco de [cinta fabric tape](#) lila a topos y hemos añadido un agujerito circular por el que hemos pasado un poco de cordel.



Y... ¡voilà! ¿Cómo lo veis?



¡Esperamos que os haya gustado!

Part A: Pre-reading These questions are meant to guide the reading

<b>Reading Strategy</b>	<b>Instructions: Answer the following questions about the reading. Be as detailed as possible.</b>
<b>Text Format</b>	<b>What kind of reading/text is it?</b>
<b>Illustrations</b>	<b>What do you see in the illustrations? Describe each one.</b>
<b>Title</b>	<b>What do you think the topic of the reading is based on the title?</b>
<b>Cognates</b>	<b>Are there any cognates? Make a list.</b>
<b>Familiar elements in word structure</b>	<b>What structures and punctuation can you find that are used in English? For example exclamation and/or question marks, sentence format, etc...</b>

<b>Background knowledge</b>	<b>What connections can you make to your previous knowledge/experiences?</b>
<b>Context</b>	<b>What is the main focus of the reading? To what topic will all the ideas relate?</b>

**Part B: Assessment Task**

1. Choose the option that includes the list of materials, according to the reading.
  - a. A cereal box, pencil, scissors, thread, needle, glue, ribbon and a hole puncher.
  - b. A cereal box, pencil, scissors, letters stencil, thread, needle, a cork sheet, glue, ribbon and a hole puncher.
  - c. A cereal box, pencil, scissors, letters stencil, crayons, thread, needle, a cork sheet, glue, ribbon, a hole puncher and a cookie jar.
  - d. A cereal box, pencil, scissors, letters stencil, crayons, thread, needle, a cork sheet, glue, ribbon and a hole puncher.
2. Arrange the following steps in order using “1” to indicate the first step and “6” for the final one.
  - a. \_\_\_\_ Punch the design using the needle.
  - b. \_\_\_\_ Cut a piece of the cardboard in a rectangle shape double in length of the desired result.
  - c. \_\_\_\_ Draw a message on the cardboard.
  - d. \_\_\_\_ Decorate with ribbon.
  - e. \_\_\_\_ Add glue to the reverse side of the cardboard, fold it and cover it.
  - f. \_\_\_\_ Thread the design.
3. Circle the statement that best captures the main idea of the reading.
  - a. Turning cereal boxes into bookmarks is a simple recycling technique.
  - b. Cereal boxes can be recycled into bookmarks.

**PRESENTATIONAL MODE:**

**SLO # 4:** Describe in writing creative environmental products and practices from the home and target cultures.

Read the following to your students: Create a message for your recycled book mark or a bumper sticker that reflects cultural products or practices of the home and target culture.

### INTERPERSONAL MODE:

**SLO #2:** Exchange information gathered about creative environmental products and practices using digital tools.

Read the following to your students: Have a conversation with a classmate in which you decide the steps you will take to create a recycled bookmark.

Note to teacher: You may wish to have students record their exchange so that you can assess it after class.

Note to teacher: To assess whether your students are performing at the Novice-High level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.

### PRESENTATIONAL MODE:

**SLO #4:** Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.

Read to your students: Now it is time for you to create a mock-up page for students in your class and in your sister school class to upload their entries into the creative bookmark or bumper sticker contest. Decide which categories related to environmental products and practices will be included.

Note to teacher: To assess whether your students are performing at the Novice-High level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate.*)