Ten Bottles

Domain:
Appreciation of language, literature, and culture

Benchmarks:
Describe main characters, setting, and events in a literary text
Communicate a personal response, in writing, to a literary text

Description:
In this task, pupils read the folk story “Ten Bottles” and answer reading comprehension questions. They then write a personal response to the story.

Rationale for choice of topic:
“Ten Bottles” is a simple tale with an important message, namely, that each of us has to fulfil our commitments to others or everyone will suffer.

Suggestions for implementation (prior to and/or during):
Introduce the class to stories that contain messages or lessons. You may want to divide the class into groups and have each group compose a story with a moral. For variety, you may want to use story starters or other storywriting techniques, such as having different pupils write the beginnings, middles, and ends of stories.

Note: It is very important to teach pupils how to use a checklist before they are given this performance task.

Suggested time allotment:
One lesson

Prerequisites:
♦ Knowledge of past tense
♦ Familiarity with “would you” questions (models)
♦ Familiarity with the genre of folk tales
### Ten Bottles

<table>
<thead>
<tr>
<th>Points</th>
<th>Part One* Reading Comprehension</th>
<th>Part Two Performance</th>
</tr>
</thead>
</table>
| 5      | ♦ Demonstrated full understanding of the story by completing most of the sentences appropriately | ♦ Response is clear and easy to understand  
♦ Response reflects understanding of story  
♦ Wrote at least 3 sentences  
♦ Writing is well organized  
♦ Vocabulary is varied  
♦ Skillful use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |
| 4      | ♦ Demonstrated partial understanding of the story by completing some of the sentences appropriately | ♦ Response is fairly clear and understandable  
♦ Response reflects partial understanding of story  
♦ Wrote 2 sentences  
♦ Writing is fairly organized  
♦ Vocabulary is basic  
♦ Adequate use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |
| 3      | ♦ Demonstrated limited understanding of the story by completing few of the sentences appropriately | ♦ Response is unclear and difficult to understand  
♦ Response does not reflect understanding of story  
♦ Wrote 1 sentence  
♦ Writing is not well organized  
♦ Vocabulary is limited  
♦ Limited use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |
| 2      | |
| 1      | ♦ Demonstrated limited understanding of the story by completing few of the sentences appropriately | |

* Do not take off points for spelling and grammar in Part One.
# Ten Bottles

<table>
<thead>
<tr>
<th>Score</th>
<th>Part One:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part Two:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

| Good start | → | → | → | → | → | → | Well done! |

Hi! This is not fair! Just I bring a bottle of apple juice! And now them drink all my juice! I don’t want to share with them my apple juice! I drink my juice on my self!
## Ten Bottles

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Good start ➔ ➔ ➔ ➔ ➔ ➔ ➔ Well done!

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I'm very happy because I like apple juice, but I am not very happy because I like water and cola too.
## Ten Bottles

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| Good start | ➔ | ➔ | ➔ | ➔ | ➔ | ➔ | Well done! |

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**Why pri had apple juice?**

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