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Sommario/riassunto	This work investigates how different fifth-grade students solve spatial-verbal tasks and the role of language in this process. Based on a synthesis of theoretical foundations and methodological issues for supporting the relationship between spatial ability and language, this present study examines and classifies strategies used by students as well as the obstacles they encounter when solving spatial tasks in the reconstruction method. Contents Theoretical Framework Design and Implementation Results and Discussion from the Inductive Data Analyses Target Groups Scholars and students of mathematics education Teachers of mathematics in primary and secondary schools About the Author Angel Mizzi works as a research assistant and lecturer at the University of Duisburg-Essen, where he has successfully completed his PhD studies in mathematics education.