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You are Unique / Tú eres único [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: You are Unique /*Tú eres único*

Grade Level: 9-12

Subject/Topic Area(s): Spanish II

Designed By: Jennifer Falcon and Jodi Ingersoll

Time Frame: 2 ½ weeks (13 days)

School District: Northeast Independent School District

School: Claudia Taylor Johnson High School

School Address and Phone: 23203 Bulverde Road
San Antonio, Texas 78259

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Brief Summary of Unit (Including curricular context and unit goals):

Identity is a question that we are all faced with. Students struggle with this question as it is one that is multi-faceted and is ever changing. Adolescence is a time in which the opinions of our self as well as that of others can change on a daily basis.

In the Spanish curriculum the idea of identity or knowing who you are is begun in beginning level and continues to develop in the upper level coursework. The purpose of this unit is to transform the novice understanding of identity into an understanding of grammatical concepts, vocabulary, and a deeper understanding of one self.

In this unit students will learn that their own opinions and understandings of themselves are not self-made, but are also influenced by the opinions that others have created of them. Through continuous questioning of their own opinions and that of those around them they will see that “who are you?” is not so easily answered. Students will learn to identify the key components of sentences in their continued work to develop descriptions of themselves and others. These descriptions will include understanding of physical, personality, and interests.

The unit culminates in student creation of a booklet that describes not only themselves, but others around them. The final product will also incorporate the understanding of grammatical concepts and appropriate vocabulary. Through the writing process, students will communicate that they are able provide a multi-faceted description of themselves as well as of others in the target language.

Unit: You are Unique /*Tú eres único* (Realidades Para Empezar)

Grade: Spanish II (Grades 9-12)

Stage 1: Desired Results

Established Goals (Standards)

TEKS or Scope & Sequence

TEKS:

- **Communication** 01.A01-03, 01A.05, 01B.01, 01B.02, 01C.01-06 (Communicate in Spanish using the skills of listening, speaking, Reading, & writing.)
- **Cultures** 02A.01-02, (Gain knowledge & understanding of other cultures)
- **Connections** 03A.01, 03B.02, (Use Spanish to make connections with other subject areas & acquire information.)
- **Comparisons** 04A (Develop insight into the nature of language & culture by comparing his/her own language & culture to another.)

Understandings

Students will understand that...

- Identity is characterized by our likes, dislikes, physical features, nationalities, hobbies, and role within our community.
- Conjugation shows whom and when of conversation.

Essential Questions

- Who are you? *¿Quién eres tú?*
-What makes you who you are? *¿Cómo eres tú?*
- How do we understand the identities of other people? *¿Cómo conocemos a los demás?*
- Why is the word *Ser* important? *¿Por qué es importante la palabra ser?*
- Why do we conjugate verbs? *¿Por qué conjugamos?*
- How do we conjugate in the present tense? *¿Cómo conjugamos?*

Knowledge

Students will know...

Vocabulary[see attached]

- adjectives (nationalities)
- activities
- places
- family

Grammar:

- how to construct a sentence
- regular verbs in the present tense
- Interrogatives and their uses
- ser
- me gusta vs. le gusta
- ir

Skills

Students will be able to...

Converse with others in Spanish using target vocabulary.
Enhance vocabulary through effective use of a dictionary.
Connect idiomatic expressions to common cultural ideas.
Differentiate between infinitive and conjugated verbs, masculine/ feminine singular/plural nouns, adjectives, and subject pronouns.
Construct basic sentences accurately in verbal & written modes of communication.
Conjugate a variety of verbs in the present tense accurately.
Re-define identity to include Cultural, familial, non-traditional and internal factors (as opposed to only external & surface traits.)

Stage 2: Assessment Evidence

Performance Task:

Students will create a book titled “¿Quién soy yo?” The book is a mini auto-biography in which they will describe themselves and 3 other people (family member, friend, and hero). These sentences will describe each person by stating facts about interests & physical traits, as well as his/her importance to the student. Each page needs a picture representation of the trait. (No pictures of the author that would otherwise give it away.) Each student will have their book presented in a small group (4-6) by another student. Together the members will try to uncover the author by the identifying traits they have chosen to depict in their booklets.

- Basic- Use the textbook vocabulary/glossary to create the sentences.
- Advanced option- Use dictionary and brainstorming to create more diverse sentences. Include basic translation in English.
- Modified- Provide template for booklet.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.)

note – these are usually included where appropriate in Stage 3 as well)

- The students will be given the question “¿Quién eres tú?” at the beginning of the unit so that they may begin to form a definition of themselves, the students will continue to work on the definition throughout the chapter as a rough draft for their book.
- Guided practice work book pages 1-4 will be given to allow students independent practice.
- Various writing prompts to help students unfold essential questions.
- Students will be given several quizzes.
 1. Basic Vocabulary recognition (Matching with extra answer options)- (infinitive verbs, adjectives, activities)
 2. Adjectives- matching singular/plural/masculine feminine to a noun
 3. Ser with Adjectives
 4. Verb/subject recognition and agreement. (Identify subject, verb, and meaning in written sentences.)
 5. Present tense conjugation of verbs. Assess their ability to conjugate regular verbs in the present tense.
- Student participation in various activities will also be assessed.
- Chapter Test- Listening/reading comprehension, T/F, & Multiple choice test to test Vocabulary & Grammar concepts listed above.

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: ¿Quién eres tú?

Warm-up: As a pre-assessment for the unit and review of essential components of a sentence (adjective, subject, verb, etc.) have students work on the Sentence building and word order activity. When done as a class go over the essential components of a sentence and explain what a good sentence requires and what types of sentence formulas are used. As a class go over a few examples and label each component of the sentence. Have students do the remaining problems.

Instruction: As an introduction to the unit students will be posed with the question “¿Quién eres tú?” “Who are you?”. Discuss what this question means and in what ways we might think to answer this question. Write a list of the class responses on the board. Have students focus on the idea that there is more than one way to answer this question and that this is a question that they will be working with over the next several days.

Exit slip/Homework: Give the students the Who are you/Who are you not word web. Answers will vary and may be done in English or Spanish. The students’ response will be built upon and referred to as the unit progresses. The assignment includes not only questions in response to who they think they are, but also who their friends and family think they are. A portion of this assignment will be done at home (i.e. friends and family responses).

Day 2: ¿Quién eres tú?/ ¿Cómo conocemos los demás?

Warm-up: Pose the following questions to the class, “According to the responses from your Who are you /Who are you not assignment, who knows the real you? You, your family, or your friends? Why?”

Have students discuss their findings or interpretations. Ask for students to volunteer any interesting conversation.

Instruction: Using any of the examples given by the volunteers as a class, classify the ways in which people were described into the following categories: physical traits, personality, activities, and feelings. Once done students will see that most

often we use physical traits and personality or otherwise adjectives to describe what one is like. Post the Adjective vocabulary for the class to copy down in their notebooks. Go over the importance of the concordance/agreement of adjectives to their subjects. To emphasize proper sentence construction go over a general definition of the verb Ser and its use in the personal I, which students will then use to write two sentences using adjectives. Each sentence should describe him/her Have students share at least one of their sentences with a partner.

Activity: Post the Faces galleries walk around the room on large butcher paper or on the whiteboard. Students will walk around and write any adjectives that they can use to describe the photos. Students may choose to work on all the photos or at minimum four. The students will not know that these are all photos of people that are famous. At the end of the walk, ask if anyone knows who the photo is of, if not than reveal the identity.

Exit Slip: Have students answer the following question, "Is the way we describe people the best way to say who they are? Why or why not?"

*Reminder that Adjective and Personal Ser quiz will be given on Day 5.

Day 3: ¿Cómo eres tú?! ¿Cómo conocemos los demás?

Warm-up: Who do you know that is a really good listener? What makes him/her a good listener?

Instruction: Teacher presents to class some basic information about verbal & non-verbal communication. Show video- How to tell if someone is telling the truth: <http://www.bing.com/videos/watch/video/body-language-learn-how-to-spot-a-liar-and-avoid-getting-scammed/1c186ef2bc9c6c1667f71c186ef2bc9c6c1667f7-58091897474>

Activity: In Spanish write 2 sentences about you that are true, and 1 that is a lie. Copy down the conversation script below. Students will converse with classmates and classmates will have to determine what the truth is, and what is a lie through several modes of listening.

Basic Script:

A: *¿Cómo eres tú?*

B: *Yo (no) soy _____. Yo (no) soy _____. También Yo (no) soy _____.*

A: *(pick the one you think is a lie) ¿En serio? Tú (no) eres _____.*

B: *No, Es Verdad (true) o Sí, es una mentira (lie).*

Then switch roles & start the conversation over with the other person asking the questions.

Class will rotate and switch partners. This time, Person A will close his/her eyes, and listen to the person respond. He/she must decide what is the lie based only on the tone of voice for each one and the information provided. Once done, the roles will switch and person B will do the same. (This same exercise will be repeated with 2-3 different partners)

Again, Class will rotate and switch partners. This time, Person A will close his/her ears (fingers covering to muffle sound), and watch the person respond. He/she must decide what is the lie based only on the body language of each response. Once done, the roles will switch and person B will do the same. (This same exercise will be repeated with 2-3 different partners)

Then, the students will rotate and switch partners. This time, Person A will take into account what he/she sees, hears, & the information to determine which the lie is. Once done, the roles will switch and person B will do the same. (This same exercise will be repeated with 2-3 different partners)

Exit Slip: How was I able to determine what was a truth/lie? Was it the information, body language, something in the way they said it, or something else? Am I a good listener? What does this say about me as an individual?

*Reminder to study for Adjective and Personal Ser quiz to be held on Day 5.

Day 4: ¿Por qué es importante la palabra ser?

Warm up: On the board for students "Of all your vocabulary words, which 3 are the toughest to remember? Quickly draw a picture to represent each. When done share your words with the person next to you.

Instruction: Post the Ser notes on the board for students. Go over the meaning of ser, its conjugation, and its use. As a class construct a sentence using examples of the subject pronouns. Have students then create a sentence using the correct conjugation of ser, a different subject pronoun for each sentence, and each vocabulary word from the warm-up activity. Each student should then share one sentence with a partner.

Activity: Students will be divided into 3 teams of 7-10 students. Teacher post subject pronouns on the overhead + the infinitive of the verb *ser*. In each group, students are to write the basic sentence to match the person doing the action with the correct form of *ser* and the adjective to the subject. Ex: *Nosotros + ser + inteligente= Somos inteligentes.* Group

members are to call out the correct answer when the person finishes. They may help from their seats. First group to finish & call out correct answer receives 3 points, 2nd= 2 points: 3rd= 1 point. They write it on the board to keep track.

Homework: Any guided practice may be used, suggested if working with Realidades 2 pgs 1-2 of Guided practice workbook (adjectives & the verb ser).

*Reminder to study for Adjective and Personal ser quiz to be held on Day 5.

Day 5: ¿Por qué es importante la palabra ser?

Warm up: Begin with a rapid study for quiz. This may be done as a group study, individual study, partners, etc.

Quiz: Adjective and Ser quiz. May be graded as a class or just review answers. Review concordance/agreement of adjectives.

Activity: Pass out pictures of various nouns (persons, places, things). Students will write down a sentence and use two adjectives to describe the noun. Students will then break into groups based on whatever card they originally received. The card determines what group they will work with (cartoon characters, animals, cars, celebrities, places). The members will compile their individual sentences and paste the pictures to a group poster.

The group will write 3 sentences about the entire collection. Students must then use the plural form of the adjectives & verbs. Each student will add: *If I were a car/celebrity/animal/place/etc., I would be _____*. Each group will then present to the class in the target language.

Day 6: ¿Por qué conjugamos? ¿Cómo conjugamos? Warm-up/pre-assessment: Think of two activities that you like to do; they may be activities you participate in at home or at school, with friends or with family, or alone.

Instruction: Post Activities/Verb vocabulary on board for students to copy. Review the activities vocabulary and invite students to add any other activities that may not be listed. Also, highlight words that are interrogatives. As a continuation of the understanding of sentence construction have students focus on the verb *ir* and *ir+a+infinitive*. Explain that the verb *ir* is used to say that we are going to a place and the formula is used to say that we are going to do an activity. Post *Ir* notes so that students may see the different conjugations. As a class using suggestions from volunteers, construct sentences using the formula and activities. Through each sentence explain why it is important to conjugate and what conjugation tells a reader/listener about the sentence.

Exit slip/Homework: Students will choose 10 of the vocabulary words /verbs to work with. As the vocabulary is/should be a review from Spanish 1 students should choose words that are new to them or still may be unfamiliar with. Part 1 of the activity is to create visual representations of the word and Part 2 to create 10 original sentences. Each sentence must use a different subject pronoun.

Day 7: ¿Por qué conjugamos? ¿Cómo conjugamos?

Warm-up: With a partner have a conversation about What he/she likes to do. This activity will require the use of an interrogative and the *ir+a+infinitive* sentence formula.

Instruction: Review present tense conjugation and its importance in conversation. Review interrogatives and their uses.

Activity: As a class read the comic strip conversation. *The comic strip should have more than 1 character and should be able to be re-written from the other character's point of view. Suggested if using Realidades 2 is the one on page 4*Rewrite the conversation from the other characters point of view. In groups of 4 to perform the comic strip skit for the class. Two will read the part of the boys and two others will read the part of the girls. (Gender is irrelevant. Students may put on a basic hat/costume/ use a prop to show themselves as male/female. Often, playing the opposite gender and/or wearing costumes help students feel more freedom when presenting.)

Exit slip: You must provide a brief summary of each group's skit.

Homework: Any guided practice may be used, suggested if working with Realidades 2 pgs 3-4 of Guided practice workbook (activities & conjugation).

*reminder of conjugation and sentence construction quiz to occur on Day 9

Day 8: ¿Por qué conjugamos? ¿Cómo conjugamos?

Warm up: Students will answer the question "When do we conjugate?"

Instruction: Review general conjugation and its importance.

Activity: Students will be given the lyrics to two songs in which all the verbs are in the infinitive form. The songs will be played and as they go along the student will have to fill in the blanks of the correct forms of the verb. The link for the songs is Will Smith <http://www.youtube.com/watch?v=hBe0VCso0qs> and Miley Cyrus <http://www.youtube.com/watch?v=M11SvDtPBhA>.

Exit slip: On your lyrics answer "Why is it important to conjugate verbs?"

*reminder of conjugation and sentence construction quiz to occur on Day 9

Day 9: ¿Quién eres tú? ¿Cómo eres tú?

Warm-up: Begin with a rapid study for quiz. This may be done as a group study, individual study, partners, etc.

Quiz: Conjugation and Sentence construction quiz. May be graded as a class or just review answers.

Instruction: Present performance task/Project to students. Giving each student a general outline and rubric for the project.

Activity: Work on Project organizer part 1 and 2. Walk around helping any students.

Exit slip: Turn in project parts 1 and 2

Day 10: ¿Quién eres tú? ¿Cómo eres tú?

Warm-up: Collect project part 1.

Activity: Work on Project organizer part 3 and 4. Walk around helping any students.

Exit slip: Turn in project parts 3 and 4

Homework: Bring any ancillary materials that you would like to include in your booklet and work on review sheet for test to be held on Day 13

Day 11: ¿Quién eres tú? ¿Cómo eres tú?

Warm-up: Pick up parts 3 and 4. Choose materials needed to complete booklet (i.e. construction paper, scissors, crayons, etc.).

Activity: Work on remaining portions of project.

Homework: Finish project and work on review sheet

Day 12: ¿Cómo conocemos los demás?

Warm-up: Checklist- Do you have everything needed for your presentation?

Instruction: Close instruction of the chapter by having a short discussion of the different ways to describe someone. How it is different and why is it multi-faceted? Reference activities done throughout the unit.

Activity: In groups of 4-6 people booklets will be presented by a different student. In groups the students will try to guess the author just by the information from the information that was presented.

Homework: review sheet for test

Day 13:

Warm-up: Review for test and turn in review sheet.

Activity: Para empezar chapter Test. Any chapter exit level test may be given that test students understanding of use of the vocabulary, the verbs *ser* and *ir*, and proper sentence construction. Suggested of using Realidades 2 is the Para Empezar chapter level test.

Sentence Building & word order

Below are simple sentences to illustrate sentence construction. Cut each in strips and then with jagged lines to create mini puzzles. Example:

| | | | | |
|-------------------|-------|-------|----------|-----------------|
| Los Ninja Turtles | Van a | Comer | La pizza | Todos los días. |
|-------------------|-------|-------|----------|-----------------|

Each student gets a piece of the puzzle to form a group with a complete, correct sentence.

| Subject | Verb | Information | Description/Adjective |
|---------------------|-------|----------------|-----------------------|
| Enrique | Es | Un estudiante | Estudioso. |
| Los Hermanos Jonas | Son | Unos cantantes | Talentosos. |
| Lady Gaga | Es | Una mujer | Extraña. |
| Tú | Eres | Mi amigo | Impaciente. |
| Carlos, Diana, y yo | Somos | Unos jugadores | Muy deportistas. |

| Subject | Verb (ir +a) | Infinitive verb | Information | When |
|---------------------|--------------|-----------------|-------------------------|-------------------------|
| Jorge Lopez | Va a | Hablar | Con sus admiradores | A las ocho de la noche. |
| Los Ninja Turtles | Van a | Comer | La pizza | Todos los días. |
| Shakira | Va a | Cantar y bailar | En el concierto | Este fin de semana. |
| Tú | Vas a | Compartir | Tus galletas conmigo | Durante el almuerzo. |
| Ignacio, Lola, y yo | Vamos a | Ver | Una película en el cine | Después de la escuela. |

| Who is being pleased? | [no] | Gusta/an | What thing/activity is making the person happy? |
|----------------------------|--------|----------|---|
| A mi | No me | gusta | Hacer la tarea. |
| A mis padres | No Les | gusta | Escuchar música rap. |
| A Bella Swann | le | gustan | Los vampiros. |
| A ti | te | gustan | Los huevos verdes con jamón. |
| Mis primos, hermanos, y yo | nos | gusta | Jugar fútbol en el parque. |

Name:

Period:

Sentence Building and Word Order Worksheet

Part 1: What are the essential parts of a sentence?

Sentence type 1:

Sentence type 2:

Sentence type 3:

Part 2. Give two examples of each type of sentence.

Sentence type 1:

1.

2.

Sentence type 2:

1.

2.

Sentence type 3:

1.

2.

Name:

Period:

Sentence Building and Word Order Worksheet

Part 1: What are the essential parts of a sentence?

Sentence type 1:

Sentence type 2:

Sentence type 3:

Part 2. Give two examples of each type of sentence.

Sentence type 1:

1.

2.

Sentence type 2:

1.

2.

Sentence type 3:

1.

2.

¿Quien eres? ¿Quien no eres?
Who are you?/Who are you not?

The question of identity is important. Who we think we are is a question that we are often asked and feel that we know the answer to. Please feel out the worksheet to the best of your ability. Some of the questions are for you to answer, others are for family, and others are for your friends. Answers may be done in English or Spanish.

1. Who are you?
2. What 3 words would you choose to best describe you physically?
3. What 3 words would you choose to best describe your personality?
4. Why do these words accurately describe you?
5. What 3 words do you want to describe you in 10 years?
6. Who does your family say you are?
7. What 3 words does your family use to describe you physically?
8. What 3 words does your family use to describe your personality?
9. Where do they think you will be in 10 years?
10. Who do your friends say you are?
11. What 3 words would your friends use to describe you physically?
12. What 3 words would your friends use to describe your personality?
13. Where do your friends think you will be in 10 years?
14. How accurate are other's descriptions of you?

Nombre _____ Fecha _____ Hora _____

-How do the interests of my family or friends affect what I like to do?

-Which influences me more, family or friends?

Fill in the following organizer to create sentences describing what you & your family members like/do not like to do.

FAMILY

| Who is being pleased? | [no] Me/te/le/nos/les | Gusta/an | What thing/activity is making the person happy? |
|------------------------------|--|-----------------|--|
| A mi | | | |
| A | | | |
| A | | | |
| A | | | |
| A | | | |

FRIENDS

| Who is being pleased? | [no] Me/te/le/nos/les | Gusta/an | What thing/activity is making the person happy? |
|------------------------------|--|-----------------|--|
| A | | | |
| A | | | |
| A | | | |
| A | | | |
| A | | | |

Fill in the blanks below to describe yourself & others:

¿Quien soy yo?

Soy (el hijo/la hija) de un hombre _____ (adjective) y una mujer _____ (adjective).

Soy (un hijo/una hija) _____ (adjective).

Tengo ____ (#) hermanos _____ (adjective plural) y ____ (#) hermanas _____ (adjective plural).

Soy (un hermano/una hermana) _____ (adjective).

Tengo (un amigo/una amiga) _____ (adjective).

Soy (un amigo/una amiga) _____ (adjective) y _____ (adjective).

Soy (un estudiante/una estudiante) de un profesor _____ (adjective) y una profesora _____ (adjective).

Soy (un estudiante/una estudiante) _____ (adjective).

Soy admiradora de un héroe _____ (adjective) y una heroína _____ (adjective).

Soy una persona _____ (adjective).

Adjectives- describe and match people, places, & things

| Masculine | | Feminine | |
|--------------------|-----------------------|---------------------|----------------------|
| Singular | Plural | Singular | Plural |
| Serio <u>o</u> | Serios <u>os</u> | Seria <u>a</u> | Serias <u>as</u> |
| Deport <u>ista</u> | Deport <u>istas</u> | Deport <u>ista</u> | Deport <u>istas</u> |
| Trabaja <u>dor</u> | Trabajadores <u>s</u> | Trabaja <u>dora</u> | Trabaja <u>doras</u> |
| Paciente <u>e</u> | Pacientes <u>es</u> | Paciente <u>e</u> | Pacientes <u>es</u> |
| Joven <u>en</u> | jovenes <u>s</u> | joven <u>en</u> | Jovenes <u>s</u> |

General Descriptions

| | | | | | | |
|----------|-----------|------------|----------|-------------|------------|--------|
| Serio | Reservado | Sociable | Atrevido | Estudioso | Deportista | Tímida |
| | Ordenado | Trabajador | Atlética | Paciente | Impaciente | |
| Perezoso | | Feo | Joven | Desordenado | Graciosa | Gordo |
| | Bonita | Alto | Flaca | Inteligente | | Viejo |
| Chismosa | | Guapo | Bajo | Artístico | Talentoso | |

Nuestros Papeles Generales- General Roles we play:

| | | | |
|------------|--------------------|------------------|------------------------|
| Estudiante | Jugador de- player | Cantante- singer | Miembro de ____ - |
| Amigo | Persona | Músico- musician | member of |
| Profesor | Artista | Escritor- writer | Animadora- cheerleader |

Nuestros Papeles Familiares- Family Roles:

Hijo/hija
 Hermano (a) mayor
 Hermano (a) Menor
 Primo(a)
 Padre
 Madre
 Tío(a)
 Abuelo(a)

Verbos s en el presente

| SER= to be | | | |
|-------------------|------|------------------------|-------|
| Yo | Soy | Nosotros Nosotras | Somos |
| Tú | Eres | Vosotros Vosotras | Soís |
| El Ella Ud. | Es | Ellos Ellas Uds. | son |

| IR= to go | | | |
|-------------------|-----|------------------------|-------|
| Yo | voy | Nosotros Nosotras | vamos |
| Tú | vas | Vosotros Vosotras | vaís |
| El Ella Ud. | va | Ellos Ellas Uds. | van |

| Hablar | | | |
|-------------------|----------------|------------------------|------------------|
| Yo | Habl <u>o</u> | Nosotros Nosotras | Habl <u>amos</u> |
| Tú | Habl <u>as</u> | Vosotros Vosotras | Habl <u>áis</u> |
| El Ella Ud. | habl <u>a</u> | Ellos Ellas Uds. | Habl <u>an</u> |

| Comer | | | |
|-------------------|---------------|------------------------|-----------------|
| Yo | Com <u>o</u> | Nosotros Nosotras | Com <u>emos</u> |
| Tú | Com <u>es</u> | Vosotros Vosotras | Com <u>éis</u> |
| El Ella Ud. | Com <u>e</u> | Ellos Ellas Uds. | Com <u>en</u> |

Vivir

| | | | |
|-------------------|---------------|------------------------|-----------------|
| Yo | Viv <u>o</u> | Nosotros Nosotras | Viv <u>imos</u> |
| Tú | Viv <u>es</u> | Vosotros Vosotras | Viv <u>ís</u> |
| El Ella Ud. | Viv <u>e</u> | Ellos Ellas Uds. | viv <u>en</u> |

Subject Pronouns

| | | | |
|-------------------|---------------------------|------------------------|--|
| Yo | I | Nosotros Nosotras | We |
| Tú | You (informal) | Vosotros Vosotras | Y'all |
| El Ella Ud. | He She You (Formal) | Ellos Ellas Uds. | They (masculine & mixed) They (femenine) You all |

Subject Pronoun Picture Cards to cut out & use with verb conjugation game:



Ustedes



Usted



tú

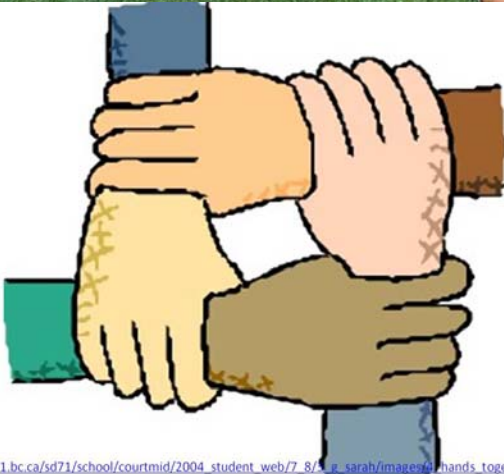
http://www.bcs.org/upload/img_200/finger-pointing.jpg



ellos



ellas



nosotros

http://sd71.bc.ca/sd71/school/courtmid/2004_student_web/7_8/1_p_sarah/images/hands_together.jpg



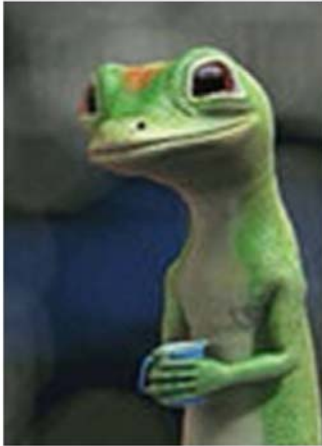
yo

<http://www.klio.net/XENA/xenapix/DA/ADITL037-WhoMe.jpg>



<http://www.klio.net/XENA/xenapix/DA7/ADITL037-Wnolw.jpg>

yo



él



<http://disney-clipart.com/Aladdin/jasmine/Disney-Princess-Jasmine.jpg>

ella

Singular

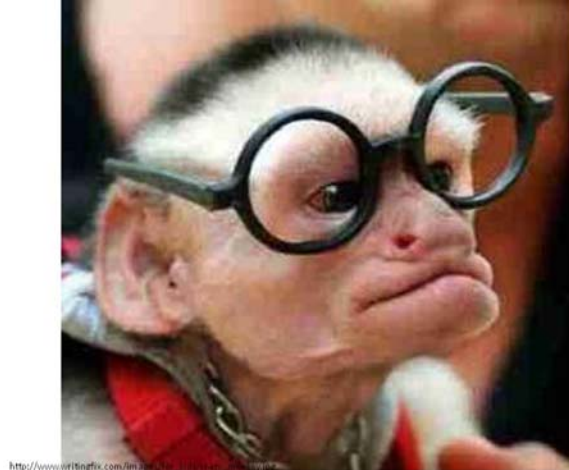


Plural



Groupings by noun category: (Cars, places, animals, celebrities, cartoons)





<http://www.isthings.com/animals>

http://2.bp.blogspot.com/_Civd_gtjg0tM/Sa8Ea... 100 Crazy and Big Fat Animals 11.jpg



<http://www.austinriba.com/img/ugly/browndog.jpg>

<http://www.free-funny-pictures.com/funny-pictures/baby-duckling-picture-278a00.jpg>



Funtal.com

http://www.funtal.com/images/thumbnaillitem.c?Funny-Animals/funny_animals_54.jpg



<http://www.getty.com/images/Photo-Images/cover-450/alm-fake-cow-d-funny-animals-alpapers.jpg>



Kanye West

<http://www.billboard.com/news/keyst/care-reportedly-owned-by-kanye-west-it-owns-1004096286-11079>



Black Eyed Peas

<http://www.billboard.com/news/artist/black-eyed-peas/272581>



Juanes

<http://www.billboard.com/news/artist/juanes/416141>



Justin Bieber

<http://www.billboard.com/news/bieber-c-back-at-no-1-on-billboard-200-1004092079-11079>

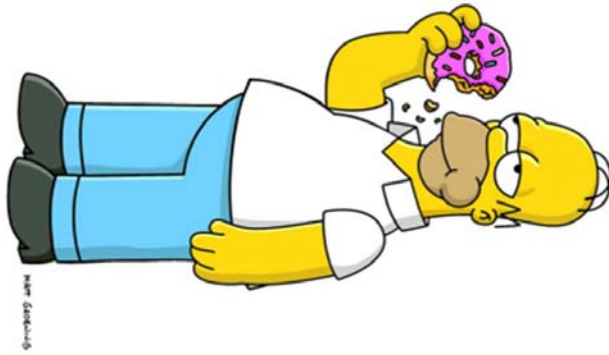
<http://www.boards.com/new.php?song=lady-gaga/alejandra/15538442>



<http://www.boards.com/new.php?song=enrique-iglesias-featuring-pitbull-i-like-it/2002805>



http://

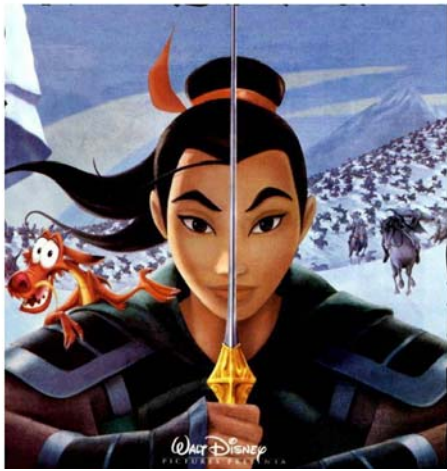


©-2009/06/06

<http://www.carbuyer.net/book.com/up-content/uploads/2009/06/homersimpson.png>



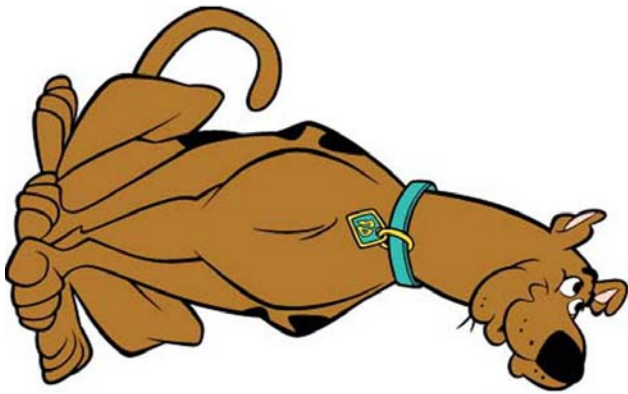
<http://www.openentrance.com/up-content/uploads/2007/06/fiona-062807.jpg>



<http://induct314.com/2018/01/mulan-vo4.jpg>



http://the24national.com/2018/01/the_princess_and_the_frog.jpg



<http://futureupdate.files.wordpress.com/2009/03/scooby-doo-tv-07.jpg>



Ashton Kutcher

http://www.people.com/people/gallery/0_637068_628222.00.html

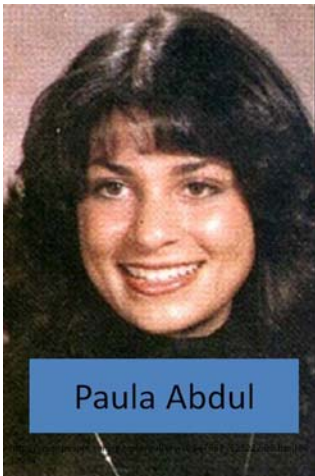


A



http://www.people.com/people/gallery/0_637068_628222.00.html

A

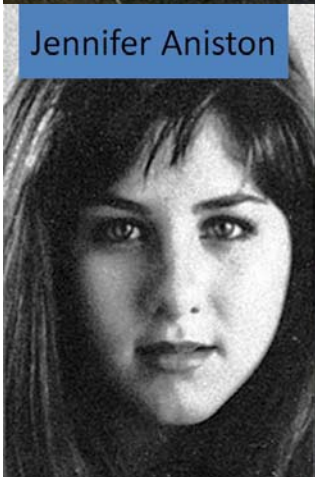


Paula Abdul



http://www.people.com/people/gallery/0_637068_628222.00.html
28284

B



Jennifer Aniston



http://www.people.com/people/gallery/0_637068_628227.00.html



http://www.people.com/people/gallery/0_637068_628227.00.html

C



Marilyn Manson



D

<http://www.glowise.com/photos/41125/5/Before-They-Were-Famous--Can-You-Guess-Whos-Who>

http://img2.timeinc.net/people/1/2007/gallery/realupis2007/marilyn_manson.jpg

<http://www.glowise.com/photos/41125/5/Before-They-Were-Famous--Can-You-Guess-Whos-Who>



Gwen Stefani

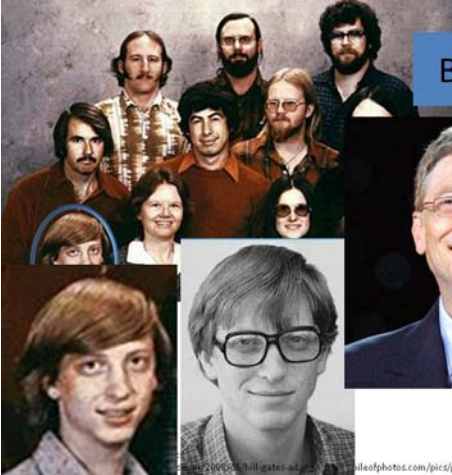


E

<http://www.glowise.com/photos/41125/5/Before-They-Were-Famous--Can-You-Guess-Whos-Who?>

<http://www.glowise.com/photos/41125/5/Before-They-Were-Famous--Can-You-Guess-Whos-Who?>

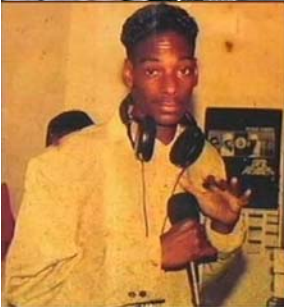
<http://www.glowise.com/photos/41125/5/Before-They-Were-Famous--Can-You-Guess-Whos-Who?>



Bill Gates



F



Snoop Dogg

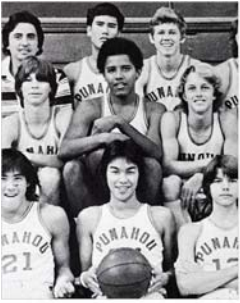


G

<http://www.glowise.com/photos/41125/11/Before-They-Were-Famous--Can-You-Guess-Whos-Who?>

<http://media.photobucket.com/image/snoop%20dogg/marcuio/snoop-dogg.jpg>

<http://www.glowise.com/photos/41125/11/Before-They-Were-Famous--Can-You-Guess-Whos-Who?>



U.S. President Barack Obama

<http://politicalinsider.com/2008/03/06/crazy-m-an-diplomacy/>
<http://schronoir.files.wordpress.com/2009/12/obama-official-photos.jpg>



George Lopez

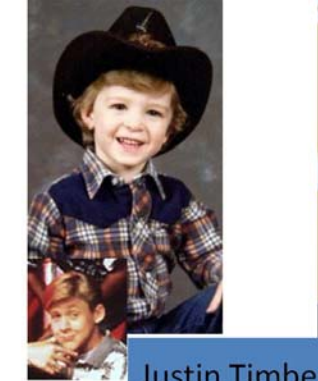
<http://www.youtube.com/watch?v=BN4W-FJ0UQ>

<http://media.photobucket.com/albums/113/GeorgeLopez>



Michael Phelps

http://www.gossipsource.com/files/gs_michael_phelps_030314_m1.jpg
http://www.hollywood.com/vp-content/uploads/2009/11/040820_michaelphelps.jpg



Justin Timberlake

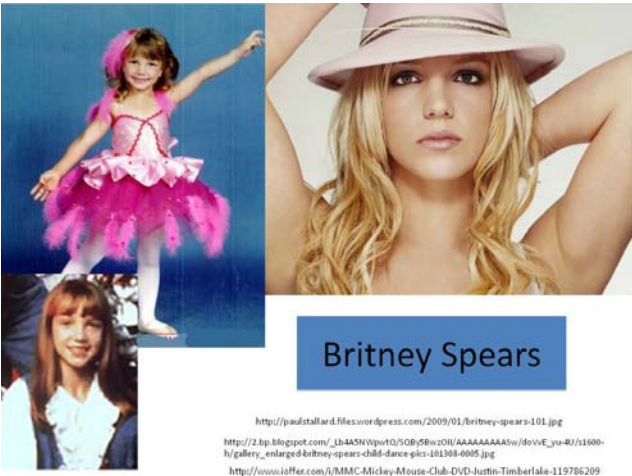
<http://www.zoffar.com/UMMC-Mickey-Mouse-Club-DVD-Justin-Timberlake-13736299>
<http://www.e!live.com/galleries/celebrity-bits-214-justin-timberlake>
<http://www.twitterglitter.com/celebrity-news/justin-timberlake-and-jessica-biel-still-together/>

H

I

J

K



Britney Spears

<http://paulstallard.files.wordpress.com/2009/01/britney-spears-101.jpg>
http://2.bp.blogspot.com/_bAASN0puiTQ/SOBj5wz0IU/AAAAAAAAA5w/dovVE_yu-8U/1600-h/gallery_enlarge4britney-spears-child-dance-pics-101308-0005.jpg
<http://www.ioffer.com/i/MMC-Mickey-Mouse-Club-DVD-Justin-Timberlake-119786209>



L



Christina Aguilera

<http://www.bftrandboard.com/2008/07/16/before-they-were-famous-guess-who-4/>
<http://www.famous-people.info/pictures/Christina-Aguilera.jpg>



M



<http://www.ioffer.com/i/MMC-Mickey-Mouse-Club-DVD-Justin-Timberlake-119786209>

K
L
M

Vocabulario de actividades (Activity Vocabulary)

Actividades

Ir + a + infinitive- to be going + verb

Ir de cámping- to go camping

Ir de pesca- to go fishing

Jugar al básquetbol- to play basketball

Jugar al béisbol- to play baseball

Jugar al fútbol- to play soccer

Jugar al fútbol americano- to play football

Jugar al golf- to play golf

Jugar al tenis- to play tennis

Jugar al vóleibol- to play volleyball

Jugar videojuegos- to play videogames

Ir de compras- to go shopping

Ver una película- to see a movie

Comer- to eat

Bailar- to dance

Practicar- practice

Nadar- to swim

Patinar- to skate

Estudiar- to study

Ser animadora- to be a cheerleader

Para hacer una pregunta

Cómo- How

Cuándo- When

De dónde- from where

Adónde-where

Dónde- Where

Qué-what

Por qué-why

Cuál- which

Lugares donde puedes cumplir actividades

El baile- dance

El concierto- concert

La fiesta- party

El partido- game, match

La lección de piano- piano lesson (class)

Me quedo en casa.- I stay home.

La biblioteca- library

El café- café

El campo- countryside

La casa- house

En casa- at home

El centro comercial- mall

El cine- movie theater

El gimnasio- gym

La iglesia- church

La mezquita- mosque

Las montañas- mountains

El parque- park

La piscina- swimming pool

La playa- beach

El restaurante- restaurant

Asking Questions

When asking questions you use an interrogative (who, what, when, where, why and so on).

| | |
|------------------------|-------------------------|
| ¿Qué?- What? | ¿Adónde?- To where? |
| ¿Cómo?- How? | ¿De dónde?- From where? |
| ¿Quién?- Who? | ¿Cuál?- Which? |
| ¿Con quién?- With who? | ¿Por qué?- Why? |
| ¿Dónde?- Where? | ¿Cuándo?- When? |

In Spanish, when asking a question with an interrogative word put the verb before the subject.

A menudo- occasionally

A veces- sometimes

Antes de- before

Después de- after

El (los) fin(es) de semana- weekend

Nunca- never

Siempre- always

Todos los días- every day

Frecuentemente- frequently

Cada (día de la semana)- every (insert day of week)

Nombre _____ Fecha _____ Hora _____

Will Smith - The Fresh Prince of Bel Air [theme song]
Lyrics
<http://artists.letssingit.com/will-smith-lyrics-the-fresh-prince-of-bel-air-theme-song-dq815kj>

Now To be a story all about how
My life to flip, to turn upside down
And to like to take a minute just to sit right there
To tell you how to become the prince of a town to
call Bel-Air

In West Philadelphia to be born and to be raised
On the playground to be where to spend most of my
days

To Chill out to max, to relax all cool
And to shoot some b-ball outside of the school
When a couple of guys who to be up to no good
To start to make trouble in my neighborhood
To get in one little fight and my mom to get scared
And to say you to be movin' with your auntie and
uncle in Bel-Air

To beg and to plead with her day after day
But to pack my suitcase and to send me on my way
To give me a kiss and then to give me my ticket
To put on my walkman and to say to ought to well
to kick it
First class yo this to be bad
To drink orange juice out of a champagne glass
To be what the people of Bel-Air to live like?
Hmmm this might to be all right

But to wait to hear they to be prissy, bourgeois and
all that

To be this the type of place that they to ought to
send this cool cat

To not to think so to be going to see when I to get
there

To hope they to be prepared for the prince of Bel-
Air

Well uh the plane to land and when I to come out
There to be a dude to look like a cop to stand there
with my name out

To not be to try to get arrested yet I just to get here
I to spring with the quickness like lightening to
disappear

To whistle for a cab and when it to come near
The license plate to say "Fresh", and to have dice in
the mirror

If anything I to be able to say that this cab to be rare
But I to think nah to forget it, yo home to Bel-Air!

I to pull up to the house about 7 or 8
And I to yell to the cabbie, "Yo Holmes, to smell ya
later!"

To look at my kingdom I to be finally there

To sit on my throne as the Prince of Bel-Air

Why do We Conjugate????

Will Smith - The Fresh Prince of Bel Air [theme song] Lyrics

<http://artists.letsingit.com/will-smith-lyrics-the-fresh-prince-of-bel-air-theme-song-dq8l5kj>

Now this is a story all about how
My life got flipped turned upside down
And I'd like to take a minute just sit right there
I'll tell you how I became the prince of a town
called Bel-Air

In West Philadelphia born and raised
On the playground is where I spent most of my days
Chillin' out maxin' relaxin' all cool
And all shootin' some b-ball outside of the school
When a couple of guys who were up to no good
Started makin' trouble in my neighborhood
I got in one little fight and my mom got scared
And said you're movin' with your auntie and uncle
in Bel-Air

I begged and pleaded with her day after day
But she packed my suitcase and sent me on my way
She gave me a kiss and then she gave me my ticket
I put my walkman on and said I might as well kick
it
First class yo this is bad
Drinkin' orange juice out of a champagne glass
Is this what the people of Bel-Air live like
Hmmm this might be all right

But wait I hear they're prissy, bourgeois and all that
Is this the type of place that they should send this
cool cat
I don't think so I'll see when I get there
I hope they're prepared for the prince of Bel-Air

Well uh the plane landed and when I came out
There was a dude looked like a cop standin' there
with my name out
I ain't tryin' to get arrested yet I just got here
I sprang with the quickness like lightening
disappeared

I whistled for a cab and when it came near
The license plate said "Fresh", and had dice in the
mirror
If anything I could say that this cab was rare
But I thought nah forget it, yo home to Bel-Air!

I pulled up to the house about 7 or 8
And I yelled to the cabbie, "Yo Holmes, smell ya
later!"
Looked at my kingdom I was finally there
To sit on my throne as the Prince of
Bel-Air

Nombre _____ Fecha _____ Hora _____

Miley Cyrus - Party In The U.S.A. Lyrics

<http://artists.letssingit.com/miley-cyrus-lyrics-party-in-the-usa-v3774xs>

To hop off the plane at LAX
with a dream and my cardigan
to welcome to the land of fame excess, (woah)
to be going to fit in?

To Jump in the cab,
Here to be for the first time
To Look to the right and To see the Hollywood sign
To be so crazy
to seem so famous

My tummy to turn and to feel kinda home sick
Too much pressure and to be nervous,
That's when the taxi man to turn on the radio
and a Jay Z song to be on
and the Jay Z song to be on
and the Jay Z song to be on

CHORUS:

So to put my hands up
To play my song,
And the butterflies to fly away
To nod my head like yeah
To move my hips like yeah,
And to get my hands up,
To play my song
To know to be going to be ok
Yeah, to be a party in the USA

Yeah, to be party in the USA
To get to the club in my taxi cab
Everybody to look at me now
Like "who to be that chick, to rock kicks?
She to be from out of town"

To be So hard with my girls not around me
To not be definitely a Nashville party
Cause' all to see to be stilletos
To guess never to get the memo

My tummy to turn and to feel kinda home sick
Too much pressure and to be nervous,
That's when the D.J. dropped my favorite tune
and a Britney song was on
and the Britney song was on

CHORUS:

To Feel like to hop on a flight (on a flight)
Back to my hometown tonight (town tonight)
Something to stop me everytime (everytime)
to play my song and to feel alright!

CHORUS:

KEY- Why do We Conjugate????

Miley Cyrus - Party In The U.S.A. Lyrics

<http://artists.letsingit.com/miley-cyrus-lyrics-party-in-the-usa-v3774xs>

I hopped off the plane at LAX
with a dream and my cardigan
welcome to the land of fame excess, (woah)
am I gonna fit in?

Jumped in the cab,
Here I am for the first time
Look to the right and I see the Hollywood sign
This is all so crazy
Everybody seems so famous

My tummys turnin and I'm feelin kinda home sick
Too much pressure and I'm nervous,
That's when the taxi man turned on the radio
and a Jay Z song was on
and the Jay Z song was on
and the Jay Z song was on

CHORUS:

So I put my hands up
They're playing my song,
And the butterflys fly away
Noddin' my head like yeah
Moving my hips like yeah,
And I got my hands up,
They're playin my song
I know I'm gonna be ok
Yeah, It's a party in the USA
Yeah, It's a party in the USA

Get to the club in my taxi cab
Everybody's lookin at me now
Like "who's that chick, thats rockin' kicks?
She gotta be from out of town"

So hard with my girls not around me
Its definitely not a Nashville party
Cause' all I see are stilletos

I guess I never got the memo

My tummys turnin and I'm feelin kinda home sick
Too much pressure and I'm nervous,
That's when the D.J. dropped my favorite tune
and a Britney song was on
and the Britney song was on

CHORUS:

So I put my hands up
They're playing my song,
And the butterflys fly away
Noddin' my head like yeah
Moving my hips like yeah,
And I got my hands up,
They're playin my song
I know I'm gonna be ok
Yeah, It's a party in the USA
Yeah, It's a party in the USA

Feel like hoppin' on a flight (on a flight)
Back to my hometown tonight (town tonight)
Something stops me everytime (everytime)
The DJ plays my song and I feel alright!

CHORUS:

So I put my hands up
They're playing my song,
And the butterflys fly away
Noddin' my head like yeah
Moving my hips like yeah,
And I got my hands up,
They're playin my song
I know I'm gonna be ok
Yeah, It's a party in the USA
Yeah, It's a party in the USA

¡Proyecto del capítulo: Quién soy yo?

Overview:

You will create a “Who am I?” book using construction paper and any other materials of your choice. In this project you will be writing several sentences to describe yourself, a person in your family, a friend, and someone that you admire. All sentences must be done without revealing your identity. After the book is completed, another student will share it with the class members and the class will try to guess who the author is. This project is worth a test grade for the booklet and one for the verbal presentation. Your project organizer will also be worth 2 daily grades.

Materials:

Project organizer, construction paper, markers, photos, glue or tape, scissors, any other materials you choose to use

Due date:

The project will be due on _____.

Assessment:

You will be graded based on the following rubric.

| | 0- 14points | 15 possible points | Points scored | Comments? |
|------------------------------|---|--|---------------|-----------|
| Followed Instructions | Student did not follow instructions and/or the presentation is very difficult to read. The project does not meet all criteria. | Student followed all instructions. Booklet includes: title page, correct number of sentences, and pictures. Project is created in a way that classmates can easily see & read, to learn from the project. | | |
| Adjectives | Student either does not include adjectives or does so with errors. *Re-write required.* | Student accurately uses adjectives in all sentences, paying close attention to word order, and form (masculine/feminine, singular/plural.) | | |
| Verb Conjugation | Student either does not include conjugated verbs, or does so with errors. *Re-write required.* | Student Incorporates verbs accurately throughout the presentation, paying close attention to word order and subject/verb agreement. | | |
| Elaboration | Student includes few, if any additional details in each sentence. | Student uses examples and details to elaborate and make sentences more solid. Includes a variety of adjectives and verbs to enhance overall effectiveness. | | |
| Pictures | Missing pictures or pictures are inappropriate. | -Each concept includes a picture to represent the idea of what is going on. -(If taken from outside source) Pictures have citations of exactly websites where they came from. | | |
| Creativity | Project lacks creativity, continuity, and or appears to be done hastily. | Project is creative, audience-friendly, and engages classmates. It is clear that a great deal of effort was put into the final product. | | |
| Pronunciation | Student’s speaking/reading skills are developing. Improvement could be made in volume of presentation, pacing, pronunciation, or as listed in notes. Verbal presentation is | Verbal skills are excellent. Student personalizes the presentation to make it more intriguing. Spanish demonstrates good pacing, pronunciation, volume, and speaks clearly. The student demonstrates understanding | | |

| | | | | |
|-----------------------------|--|---|--|--|
| | either not done (0), or extremely difficult to understand. | of the material to such a degree they are able to convey in presentation. | | |
| Extra Credit options | -Sentences have accurate translations included on each page. | -Sentences are compound, complex, or demonstrate exceptional understanding of the language. | | |
| | | TOTAL Maximum grade is 103 | | |
| | | Late? (x .8) | | |
| | | | | |
| | | | | |

Student: Include comments and details you feel are important for me to know

Nombre _____ Fecha _____ Hora _____

Project Organizer- ¿Quién soy yo?

| Myself | Verb used? | Sentence |
|---|------------|----------|
| Physical Description | | |
| Use the verb "ser" + physical description adjective | ser | 1. |
| Use the verb "tener" to describe hair/eyes/etc. | tener | 2. |
| Personality | | |
| Me gusta + infinitive verb | me gusta | 3. |
| Use the verb "ser" + personality adjective | ser | 4. |
| Use the verb "ser" + nationality adjective | ser | 5. |
| Activities & hobbies | | |
| conjugated sentence + with whom you do it | * | 6. |
| Conjugated sentence + where you do this at | * | 7. |
| Conjugated sentence + when you do it | * | 8. |

| | | |
|---|------------|---|
| Choose a Family member | | 9. Se Llama _____ (Name of person) 10. Es mi _____ (Relationship to you) |
| Physical Description | Verb used? | Sentence |
| Use the verb "ser" + physical description adjective | ser | 13. |
| Use the verb "tener" to describe hair/eyes/etc. | tener | 14. |
| Personality | | |
| Le gusta + infinitive verb | Le gusta | 15. |
| Use the verb "ser" + personality adjective | ser | 16. |
| 1 conjugated sentence explaining why they admire the person. What does he/she do? | * | 17. Le admiro porque _____ |

Project Organizer- ¿Quién soy yo? (continued)

| | | |
|---|------------|---|
| Choose a Friend | | 18. Se Llama _____ (Name of person) |
| Physical Description | Verb used? | Sentence |
| Use the verb "ser" + physical description adjective | ser | 19. |
| Use the verb "tener" to describe hair/eyes/etc. | tener | 20. |
| Personality | | |
| Le gusta + infinitive verb | Le gusta | 21. |
| Use the verb "ser" + personality adjective | ser | 22. |
| 1 conjugated sentence explaining why they admire the person. What does he/she do? | * | 23. _____-(ser) mi amigo/a mejor porque _____ _____ |

| | | |
|---|------------|--|
| Choose a Hispanic community member You admire | | 24. Se Llama _____ (Name of person) |
| Physical Description | Verb used? | Sentence |
| Use the verb "ser" + physical description adjective | ser | 25. |
| Use the verb "tener" to describe hair/eyes/etc. | tener | 26. |
| Personality | | |
| Le gusta + infinitive verb | Le gusta | 27. |
| Use the verb "ser" + personality adjective | ser | 28. |
| 1 conjugated sentence explaining why they admire the person. What does he/she do? | * | 29. _____-(ser) importante porque _____ _____ |