

Summer 6-2017

¿Cómo Eres y Qué Te Gusta Hacer? (Who are you and What do you like to do?) 1A-7th grade

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Unit: ¿Cómo Eres Y Qué Te Gusta Hacer?
Grade: Spanish 1 (Spanish 1A - 7th Grade)

Stage 1: Desired Results

Understandings

Students will understand that...

Every person is created uniquely and has unique likes and dislikes that reflect who they are.

Essential Questions

1. How do my likes and dislikes reflect who I am?

End-In-Mind Targets:

- I can talk about the activities I like/dislike to do and the activities that others like/dislike doing.
- I can talk about about my personality and someone else's personality.

Knowledge

Students will know...

- activities/preferences vocabulary
- personality vocabulary
- negatives - how to make statements negative
- agreement with también/tampoco
- infinitive verbs - what they are and how to recognize them
- cognates/false cognates - what they are, how to recognize them
- agreement of gender/number in nouns and adjectives
- definite & indefinite articles - what they are and how to use them
- the order of words in sentences

Skills

Students will be able to...

- describe and converse about activity preferences and personality characteristics
- use negatives correctly
- agree & disagree about preferences
- ask about another person's personality & preferences
- categorize, define, & recognize infinitive verbs
- define & recognize cognates vs false cognates
- use adjectives correctly to describe people by agreeing in number and gender
- use definite and indefinite articles correctly when describing people
- word sentences correctly and in right order

Stage 2: Assessment Evidence

Performance Task:

[¿Cómo Soy Yo? Project](#) - students will create a physical self-representation using the [¿Cómo Soy Yo? Template](#) in which they will write about their activity preferences and personality characteristics (see the following for the Listening/Speaking extension rubrics and materials:

[Project Tasks and Rubrics](#) for Presentational Writing, Interpretive Listening, and Presentational Speaking

Unit Performance Assessments - students will respond to impromptu prompts to complete tasks in Spanish. The assessments will include the following segments: Presentational Speaking, Presentational Writing, Interpersonal Speaking, Interpretive Reading, Interpretive Listening. (see the following links for more information:

[Performance Assessments Planning](#) for a description of each segment's task and methods

[PA Centers and Rubrics](#) for each segment's task, rubric and details

[Recording Instructions - Presentational Speaking](#) for the directions given to students with the iPad to record

Other evidence:

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

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

Pre-Assessment - Vocab/Grammar - students will show what they already know/can do with unit material

Vocab Quiz #1 (Activities/Preferences Vocab, Negatives - students will take a written quiz to show knowledge of the vocab and expressing preferences

Grammar Quiz #1 (Agreement/Disagreement, Infinitives, Cognates) - students will take a written quiz to show knowledge of the grammar concepts

Vocab Quiz #2 (Personality Vocab) - students will take a written quiz to show knowledge of the vocab

Grammar Quiz #2 (Adjectives, Articles) - students will take a written quiz to show knowledge of the grammar concepts

Interactive Homework - students will involve family members to discuss how preferences make people unique

Stage 3: Learning Activities

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

Day 1:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada (more info here: <http://www.sracruz.com/2015/07/adding-culture-to-your-spanish-class.html>)
2. Unit Introduction - introduce the unit theme, Essential Questions and End-In-Mind Targets to the students and have them add the unit page to their notes.
3. Pre-Assessment - Unit Vocabulary/Grammar - students will show what they already know about unit vocabulary and grammar and find areas they need to work on/learn in
4. Apuntes - Las Actividades Vocab Parte 1 - students will inductively learn unit vocab using context clues like pictures and actions they see - students will get the spanish list of vocabulary to glue into their notes and will translate the words to English as they learn them
5. Permiso de Salida - 1. ¿Qué te gusta hacer? 2. ¿Te gusta bailar? 3. ¿Qué no te gusta hacer?

Tarea: ILMML Sheet - Lección #1 - complete the review

Day 2:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Actividades - students will see pictures and name/act out the vocab word
3. Califica la tarea - ILMML Sheet - Lección #1 - students will review their homework and ask questions
4. Charadas – students will play charades with a small group to practice vocabulary
5. Interactive Notebook (INB) - Las Actividades - students will cut out and glue the pocket to hold the flashcards they will create. (for lots of good Interactive Notebook templates and resources click [here](#))

Tarea: INB - Flashcards - color, label and cut the flashcards and then study them for 10 minutes

Day 3:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Actividades - students will see pictures and name the vocab word while doing the action associated with it
3. Califica la tarea - students will show they completed their flashcards
4. Ping-Pong Reading (see Profe Tauchman's ideas on Active Engagement [here](#)) - students will flip flop the reading aloud and translating of the story to practice pronunciation and listening skills
5. Write-Draw-Pass (see full explanation [here](#)) - students will write a sentences from a conversation, pass their paper and the next student draws a picture of the sentence, folds the paper so the sentences is hidden and passes the paper.
6. ¿Qué te gusta hacer? – students will answer a list of questions about what they like to do in Spanish - they will answer these orally with a partner but will switch partners whenever the bell dings (they start where they left off with the new partner)

Day 4:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Apuntes - Las Actividades Vocab Parte 2 - students will inductively learn unit vocab using context clues like pictures and actions they see - students will get the spanish list of vocabulary to glue into their notes and will translate the words to English as they learn them
3. Permiso de Salida - 1. ¿Qué te gusta más: esquiar o patinar? 2. ¿Te gusta tocar un instrumento o cantar? 3. ¿Qué te gusta más: practicar deportes o nadar?

Tarea: INB - Flashcards - color, label and cut the flashcards and then study them for 10 minutes

Day 5:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Actividades - students will see pictures and name the vocab word while doing the action

associated with it

3. Califica la tarea - students will show they completed their flashcards
4. Ping-Pong Reading - students will flip flop the reading aloud and translating of the story to practice pronunciation and listening skills
5. Running Dictations (see full explanation [here](#)) - students will use the conversation from Wkbk pg 19 to complete this activity and then put the story in order
6. Listen & Draw (see full explanation [here](#)) - students will listen first and then listen and draw what they heard.

Day 6:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Actividades - students will see pictures and name the vocab word while doing the action associated with it
3. Charadas – students will play charades with a small group to practice vocabulary - first they will play with only Parte 2 vocab and then they will add in Parte 1 vocab
4. Pre-Quiz - Realidades Wkbk pg 13, & 20 - students will complete the handouts without use of notes and see how well they can do in order to self-assess how they need to study for the vocab quiz

Day 7:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Apuntes - Las Actividades Vocab Parte 3 - students will inductively learn unit vocab using context clues like pictures and actions they see - students will get the spanish list of vocabulary to glue into their notes and will translate the words to English as they learn them
3. ¿Qué le gusta hacer? - students will use dry erase supplies to practice writing about what other people like to do

Tarea: Interactive Homework - students will discuss activity preferences with at least 2 family members and complete the assignment as indicated on the homework sheet

Day 8:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Actividades - students will see pictures and name the vocab word while doing the action associated with it
3. Comparing Activities - students will talk about what their personal activity preferences versus their siblings, family, friends etc. using pero and me gusta/le gusta
4. Escuchar - Realidades 2ª Wkbk Act 5, 7-9, pg 10, 12-13 - students will practice listening skills and vocab

Day 9:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Actividades - students will see pictures and name the vocab word Complete Escuchar - Realidades 2ª Wkbk Act 5, 7-9, pg 10, 12-13 from Day 8 (if necessary)
3. Interpretive Reading - ¿Qué te gusta hacer en tu tiempo libre? - using the graphics from Realidades, students will read and answer questions
4. Juego de Tarjetas - students will compete against a partner using their flashcards - have the students lay all the cards out picture side up and then, as the teacher says a vocab word aloud, the first student to touch that card gets to add it to their pile. If they tie, it gets discarded and, if they don't find it before the next word is said, they leave it in the middle. Each student gets one touch per word so, if they touch the wrong one (they can check themselves by looking at the back of the card), it goes back in the middle. The student with the most cards in their personal pile when all the words have been said wins. EXTENSION - when they grab the right card, in order to keep it, they have to use it in a sentence or the other person can give a sentence to steal it.

Tarea: Estudia para la prueba de vocabulario.

Day 10:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Prueba de Vocab #1- students will complete the written vocab quiz to see how much they know
3. Apuntes - Negatives - students will learn how to make a sentence negative and how to express dislikes with negative sentences and how to answer questions negatively
4. GP pg 34-35 - students will practice negatives

Day 11:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Apuntes - Agreement/Disagreement - students will learn by context how to agree and disagree with their friends preferences (students will also learn "le gusta" in this lesson inductively) - students will use GP Wkbk pg 36 to practice
3. ILML Sheet - Lección #2 - students will practice agreeing and disagreeing correctly in conversation as well as expressing negative statements

Tarea: Wkbk pg 14-15 - students will practice agreement and negatives in conversation contexts

Day 12:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Agreement/Disagreement & Negatives - Kahoot - students will play a 10-question review game
3. Hablar - Communicative Activity 1A-1 - students will follow the guided conversation in order to ask and answer questions about activity preferences and then to agree or disagree with their partner
4. Wkbk pg 16 & 19 - students will work through some written conversations and fill in the appropriate information

Tarea: Completa Wkbk pg 16 & 19

Day 13:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Califica la tarea - students will review their homework and ask questions about it
3. Ping-Pong Reading (see Profe Tauchman's ideas on Active Engagement [here](#)) - wkbk pg 16 & 19 - students will flip flop the reading aloud and translating of the conversations from the homework to practice pronunciation and listening skills
4. Write-Draw-Pass (see full explanation [here](#)) - students will write a sentences from a conversation, pass their paper and the next student draws a picture of the sentence, folds the paper so the sentences is hidden and passes the paper.
5. Running Dictations (see full explanation [here](#)) - students will use the conversation from Wkbk pg 19 to complete this activity and then put the story in order
6. Listen & Draw (see full explanation [here](#)) - students will listen first and then listen and draw what they heard.

Day 14:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Listen & Draw EXTENSION - students will take the pictures they drew, cut them apart, sequence them based on the conversation, glue them on a larger paper and then caption each drawing in Spanish in their own words.
3. Apuntes - Los Infinitivos - students will inductively learn the definition of infinitives and how to recognize/categorize them
4. ILML Sheet - Lección #3 - students will practice categorizing infinitive verbs

Day 15:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - students will review the definition of infinitive verbs and categorize some vocab words
3. Apuntes - Los Cognados - students will inductively learn the definition of a cognate and a false cognate
4. Práctica - ¿Cognado o Falso? students will define words using a Spanish-English dictionary (or [Word Reference](#)) and then decide if each one is a cognate or a false cognate

Day 16:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - students will review the definition of infinitive verbs and cognates
3. Videohistoria 1A - 2ª Wkbk pg 8-9 -students will use listening skills to answer questions and practice recognizing infinitive verbs and cognates
4. ¿Qué le gusta hacer? - students will write & talk about what the different students in the video like to do and which students have the same interests

Tarea: Estudia para la prueba de gramática.

Day 17:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Cabezas Numeradas - students will play Numbered Heads to review the grammar concepts
3. Prueba de Gramática #1 - students will show what they know about the grammar concepts: agreement/disagreement, negatives, infinitives & cognates

Day 18:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Apuntes - Las Personalidad Vocab Parte 4 - students will inductively learn personality vocab using context clues like pictures and actions they see - students will get the spanish list of vocabulary to glue into their notes and will translate the words to English as they learn them
3. INB - ¿Cómo eres? - students will get pinwheels with adjectives on the flaps. They will glue them in and write the spanish underneath each flap
4. Permiso de Salida - 3-2-1 - 3 características que eres siempre, 2 características que eres a veces, 1 característica que no eres nunca

Tarea: Completa INB - color-coding - students will create a key to color-code each adjective flap according to whether they are always, sometime or never that characteristic (green-yellow-red or self-selected)

Day 19:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Personalidad - students will see pictures and name the vocab word
3. Califica la tarea - INB - ¿Cómo eres? - students will review their homework
4. HABLAR - INB - ¿Cómo eres? - students will review their homework and share with a partner some of the characteristics they are/aren't in Spanish by asking/answering questions and then talk to 5 people and ask them their name and what they are like (include 3 characteristics)

Day 20:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Personalidad - students will see pictures and name the vocab word
3. Ping-Pong Reading - students will flip flop the reading aloud and translating of the conversations from the homework to practice pronunciation and listening skills
4. Pictionary - students will play pictionary with personality vocab from the story in small groups with one person drawing and the others guessing what they are drawing. Whoever guesses correctly earns a point and then drawing passes to the next student (so everyone has to participate!)

Day 21:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Personalidad - students will see pictures and name the vocab word
3. Apuntes - Las Personalidad Vocab Parte 5 - students will inductively learn personality vocab using context clues like pictures and actions they see - students will get the spanish list of vocabulary to glue into their notes and will translate the words to English as they learn them
4. ¿Cómo es? – students will use dry erase boards to talk about what people are like based on descriptions or pictures they see

Tarea: Completa INB - color-coding - students will create a key to color-code each adjective flap according to whether they are always, sometime or never that characteristic (green-yellow-red or self-selected)

Day 22:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Personalidad - students will see pictures and name the vocab word
3. INB - ¿Cómo es...? - students will practice talking about what other people are like in writing
4. Los Opuestos Se Atraen - students will each get a task card with a personality characteristic on it and will move around the room to find their opposite in order to be paired.

Tarea: Wkbk pg 22-24

Day 23:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Califica la tarea - Wkbk pg 22-24 - students will review their homework and ask questions
3. Connecting Actividades & Personalidades - to introduce the idea, students will watch [Como Soy Yo](#) and then, in groups, students will work on connecting activity preferences with personality characteristics (EJ: practicar deportes = deportista)
4. Wkbk pg 25 - students will practice correlating activity preferences with personality characteristics
5. ¿Cómo son y por qué? - students will explain what people are like based on what they like to do (could be on dry erase boards, on paper for a grade, or oral)

Day 24:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Videohistoria 1B - pg 18-20 - students will watch/listen to the video and answer questions about it
3. ESCUCHAR - 2ª Wkbk Act 5-6, pg 21-22 - students will practice listening skills & personality vocab

Tarea: Estudia para la prueba de vocabulario #2

Day 25:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Prueba de Vocab #2- students will complete the written vocab quiz to see how much they know
3. INB - Adjectivos PREP - students will cut and glue the templates into their notes in preparation for Day 20

Day 26:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Apuntes - Los Adjetivos - students will inductively learn how to match adjectives in number and gender in Spanish and use the INB to organize the information
3. Práctica - students will practice recognizing masculine/feminine nouns and then matching adjectives to nouns in order to describe people

Tarea: Matching the Adjectives - students will practice matching adjectives to their nouns

Day 27:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada

2. Repaso - Matching Adjectives - students will review the rules and matching adjectives
3. Califica la tarea - Matching the Adjectives - students will review their homework and ask questions
4. Ping-Pong Reading - Paco y Andrea - students will read the description of Paco's personality and translate it for understanding
5. Re-Write - Paco y Andrea - students will first high-light/circle & square all the nouns and adjectives in the description to practice recognizing the difference and then they will re-write the description of Paco to be a description of Andrea by changing the appropriate nouns and adjectives to the feminine.

Tarea: Palabras que Me Describen - students will use vocab to describe themselves and a friend of the opposite gender

Day 28:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Califica la tarea - Palabras que Me Describen - students will review their homework and ask questions
3. Mi amigo y yo - students will use their homework to write short descriptions of themselves and their friend, also adding in previous activity vocab
4. Juego - ¿Cómo soy? - students will get a person taped to their back and they will have to guess who they are by asking other students about what kind of qualities their person has.

Tarea: 2ª Wkbk Act 7-8, pg 23 & Act 11, pg 26 - students will practice listening/writing skills

Day 29:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Califica la tarea - 2ª Wkbk Act 7-8 & Act 11 - students will review their homework and ask questions
3. Apuntes - Los Artículos & Orden de las Palabras- students will learn about definite & indefinite articles and word order in sentences in Spanish
4. GP Wkbk pg 49-50 - students will practice matching definite & indefinite articles and putting sentences in the correct order.

Tarea: Wkbk pg 27-28

Day 30:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Kahoot - students will review grammar concepts with a 10-question Kahoot Quiz
3. Califica la tarea - Wkbk pg 27-28 - students will review their homework and ask questions
4. Prueba 1B-4 & Prueba 1B-5 - students will complete these "quizzes" without notes in order to self-assess how they need to study

Day 31:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Human BINGO set-up - students will practice activity and personality vocab, and grammar concepts by filling in a Human Bingo Chart with the Spanish infinitive verb vocab
3. Human BINGO - ¿Te gusta...? - students will move around the room asking about classmates' preferences while they try to fill in names on their bingo cards
4. BINGO - students will practice listening and speaking skills as they describe their friends' preferences

Tarea: Estudia por la prueba de gramática #2

Day 32:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Prueba de Gramática #2 - students will show what they know about the grammar concepts
3. Communicative Activities 1B-1 & 1B-2 - students will practice the grammar concepts orally

Day 33:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Interpretive Listening - What I Like and What I'm Like - students will listen to the audio file [here](#) and answer questions about what they hear.
3. Interpretive Listening - Me Gusta - Mis Pasatiempos - students will watch/listen to the video [here](#) and use [this handout](#) to guide their listening

Day 34:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Interpretive Reading - ¡Adelante! Cap 1A, pg ??? - students will read and answer questions about what they read
3. Interpretive Reading - ¡Adelante! Cap 1B, pg ??? - students will read and answer questions about what they read

Day 35:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Question Ladder - students will practice understanding, answering, and asking questions
3. Práctica de Hablar - students will practice talking about themselves and their friends in Spanish

Day 36:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Hablando Español - students will respond to impromptu prompts and practice talking about their activity preferences and personality as well as those of their friends. Each student is equipped with scratch paper and writing utensil so that, during the speaking times, they can jot down questions, roadblocks etc. Then, in between prompts, they can ask and discuss questions etc.

Tarea: Estudia por los exámenes.

Day 37:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Unit Assessments: Presentational Speaking, Presentational Writing, Interpretive Listening

Day 38:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Unit Assessments: Interpretive Listening, Interpretive Readings

Day 39:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Unit Assessments: Conversational Speaking, Interpretive Listening

Day 40:

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Unit Assessments: Presentational Writing - Cómo Soy Yo Project (optional Presentational Speaking and Interpretive Listening assessments as well)

¿CÓMO ERES Y QUÉ TE GUSTA HACER?

Performance Assessments

1. Presentational Speaking - The Amazing Race!

Understanding - Every person is created uniquely & has unique likes & dislikes that reflect who they are.

EIM Target - I can talk about the activities I like/dislike to do and other people's' activity preferences.

- I can talk about about my personality and someone else's personality.

Task: You are a contestant on the show The Amazing Race. For the first episode, you must help the viewers get to know you by introducing yourself. Talk about yourself and share about your personality and what you like to do and don't like to do. Feel free to also include basic information about yourself.

Method: recording on an iPad (see recording instructions)

2. Presentational Writing - Facebook Profile

Understanding - Every person is created uniquely & has unique likes & dislikes that reflect who they are.

EIM Target - I can talk about the activities I like/dislike to do and other people's' activity preferences.

- I can talk about about my personality and someone else's personality.

Task: Your friend is creating a Facebook account for him/herself. He/she wants to add some friend recommendations to her profile. Write a friend recommendation describing your friend's personality and activity preferences (what he/she likes/dislikes to do). You can also include basic information about your friend.

Method: paper and pencil

3. Interpretive Listening - Las Cosas Que Me Gustan

Understanding - Every person is created uniquely & has unique likes & dislikes that reflect who they are.

EIM Target - I can talk about the activities I like/dislike to do and other people's' activity preferences.

- I can talk about about my personality and someone else's personality.

Task: Listen/Watch the video [Las Cosas Que Me Gustan](#) and answer the questions.

Method: Chromebooks - audio file posted to Google Classroom with assessment questions in packet

4. Interpretive Reading - Mis Amigos y Yo

Understanding - Every person is created uniquely & has unique likes & dislikes that reflect who they are.

EIM Target - I can talk about the activities I like/dislike to do and other people's' activity preferences.

- I can talk about about my personality and someone else's personality.

Task: Read the "Foro: ¿De dónde eres? ¿Qué te gusta hacer?" from [Realidades Reading, Writing, and Speaking Skills Practice, Volume 1](#) on pg 5 and answer the questions about what you read.

Method: paper and pencil

5. **Interpretive Listening** - International Friendship Day

Understanding - Every person is created uniquely & has unique likes & dislikes that reflect who they are.

EIM Target - I can talk about the activities I like/dislike to do and other people's' activity preferences.

- I can talk about about my personality and someone else's personality.

Task: Make notes during the conversations you have at the Make New Friends Convention and then make a decision at who would be a good friend fit for you.

Method: Desks in concentric circles that rotate every 3 minutes. Teacher sits at one pair of desks and assesses students as they move through that pair. Notes-taking template for students to make notes.

6. **Conversational Speaking** - International Friendship Day

Understanding - Every person is created uniquely & has unique likes & dislikes that reflect who they are.

EIM Target - I can talk about the activities I like/dislike to do and other people's' activity preferences.

- I can talk about about my personality and someone else's personality.

Task: You are at a Make New Friends Convention with your friends for International Friendship Day. You have 3 minutes to talk to each person as you move around the circle. Talk to each person and ask them questions about their personality and their activity preferences (what do they like and dislike.) Answer their questions as well. You want to find at least one person that has similar activity preferences and personality characteristics that you think you could be good friends with.

Method: Desks in concentric circles that rotate every 3 minutes. Teacher sits at one pair of desks and assesses students as they move through that pair.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

¿CÓMO ERES Y QUÉ TE GUSTA HACER? Performance Assessments

Nombre _____

Año _____

Setting Expectations for Assessment Centers

- All centers are assessments. You **MUST** work individually. If you have a question, ask a teacher, **NOT** another student!
- No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

1. Follow the instructions located near the iPad to record and turn in your speaking assessment. The prompt is included in the directions.

	3	2	1
Task Completion	Completes all aspects of the task including but not limited to: - Describing activity preferences and personality characteristics	Completes most aspects of the task including but not limited to: - Describing activity preferences and personality characteristics	Completes few aspects of the task including but not limited to: - Describing activity preferences and personality characteristics
Vocabulary	a) Uses a variety of targeted vocab b) Uses previous vocab as necessary	a) Repetitive and/or limited use of targeted vocab b) n/a	a) Little to no use of targeted vocab b) Does not use previous vocab when necessary
Structure	a) Excellent control of targeted structure (few/no errors) b) Errors cause minimal interference with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors) b) Errors cause some interference with understanding c) Good control of previous structures	a) Lacks control of targeted structure (lots of errors) b) Errors cause major interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Speaker's meaning very easily understood. (little/no L1 interference) b) Excellent pronunciation c) No use of L1	a) Speaker's meaning somewhat understood. (some L1 interference) b) Good pronunciation c) N/A	a) Hard to understand speaker's meaning. (lots of L1 interference) b) Poor pronunciation c) Use of L1

Puntos Total: _____/27

Nota: _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You **MUST** work individually. If you have a question, ask a teacher, **NOT** another student!
- No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.

- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

1. Watch/Listen to the [Las Cosas Que Me Gustan](#) video. Pay attention for cognates & visual cues to help you.
2. Answer the questions **in English** on your worksheet.

Parte 1: Key Word Recognition - Based on the context, write what you think the definition is for each word from the infographic.

- | | |
|-----------------------------|-----------------------------------|
| 1. Ir al colegio - _____ | 5. Prefiero la piscina. - _____ |
| 2. Pintar - _____ | 6. Caminar por la montaña - _____ |
| 3. Yo leo mucho. - _____ | 7. Saltar - _____ |
| 4. Muñecos de nieve - _____ | 8. Tocar la flauta - _____ |

Parte 2: Main Idea - After watching and listening to the video, explain the basic plot of the video in English.

Parte 3: Supporting Details - Complete both steps below:

1. Circle the letter of each detail that is accurately quoted/translated from the video.
2. Edit and correct any details that are incorrectly quoted/translated from the video.

- A. The girl's name is Cristina and she is 10 years old. _____
- B. She likes to read a lot. _____
- C. She likes the beach but she prefers the pool. _____
- D. She does not like to skate and she doesn't like soccer.

- E. She likes to play the recorder but she doesn't like to dance. _____
- F. She doesn't like math or dogs. _____

	3	2	1
Comprehension Can I understand what I heard or read?	My answers are relevant and accurate and show that I understood what I heard/read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard/read.	My answers are irrelevant and/or inaccurate and show that I really didn't understand what I heard/read.
Communication Strategies What strategies do I use to understand what I heard or read?	a) I accurately identify vocabulary words that I have already been taught. b) I can figure out new words based on the context of what I heard or read.	a) I accurately identify most vocabulary words that I have already been taught b) I can sometimes figure out new words based on context.	a) I cannot accurately identify many vocabulary words that I have already been taught b) I cannot figure out new words based on context.
Main Idea - Can I identify the main idea?	a) I can confidently identify the main idea.	a) I can mostly identify the main idea.	a) I cannot identify the main idea.
Interpretation - If there is a message beyond the literal one, can I understand it?	a) I can sometimes successfully interpret between the lines when necessary.	a) I attempt to interpret between the lines when necessary.	a) I cannot interpret between the lines.

Puntos: _____/15

Setting Expectations for Assessment Centers

- All centers are assessments. You **MUST** work individually. If you have a question, ask a teacher, NOT another student! No talking with your classmates.

- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 4: Mis Amigos y Yo (Interpretive Reading)

Nombre _____

1. Read the article Foro: ¿De dónde eres? ¿Qué te gusta hacer?.
2. Answer the questions **in English** on your worksheet.

Parte 1: Key Word Recognition - Based on the context, write what you think the definition is for each word from the story.

- | | |
|----------------------------|---------------------------|
| 1. Ciclismo - _____ | 4. Películas - _____ |
| 2. Hacer snowboard - _____ | 5. Pasar el día - _____ |
| 3. Un estilo - _____ | 6. Con mi familia - _____ |

Parte 2: Main Idea - Using information from the story, provide the main idea(s)/plot line of the story in English.

Parte 3: Supporting Details - Complete both steps below:

1. Circle the letter of each detail that is accurately quoted/translated from the story.
2. Edit and correct any details that are incorrectly quoted/translated from the story.

- A. Ela likes to ski, run and practice sports. _____
- B. Ela is never lazy. _____
- C. Hugo's favorite sport is soccer and he likes to skate too. _____
- D. Hugo likes to spend time with his friends listening to music. _____
- E. Ana likes to watch movies with her sister. _____
- F. Ana likes to study and read. _____

Parte 4: Other Information - Complete the activity:

Match the names with the personality characteristics that describe them based on what they like to do in the reading.

A - Hugo

B - Ana

C - Raúl

D - Ela

- | | |
|---------------------------------|-----------------------------|
| 1. _____ social, sometimes lazy | 3. _____ athletic, daring |
| 2. _____ social, studious | 4. _____ talented, artistic |

	3	2	1
Comprehension Can I understand what I heard or read?	My answers are relevant and accurate and show that I understood what I heard/read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard/read.	My answers are irrelevant and/or inaccurate and show that I really didn't understand what I heard/read.
Communication Strategies What strategies do I use to understand what I heard or read?	a) I accurately identify vocabulary words that I have already been taught. b) I can figure out new words based on the context of what I heard or read.	a) I accurately identify most vocabulary words that I have already been taught b) I can sometimes figure out new words based on context.	a) I cannot accurately identify many vocabulary words that I have already been taught b) I cannot figure out new words based on context.
Main Idea - Can I identify the main idea?	I can confidently identify the main idea.	I can mostly identify the main idea.	I cannot identify the main idea.
Interpretation - If there is a message beyond the literal one, can I understand it?	I can sometimes successfully interpret between the lines when necessary.	I attempt to interpret between the lines when necessary.	I cannot interpret between the lines.

Puntos: _____/15

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student! No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 5: International Friendship Day (Interpretive Listening) Nombre _____

1. Task: Make notes during the conversations you have at the Make New Friends Convention and then make a decision at who would be a good friend fit for you.

Mi Amigo Nuevo	Actividades	Personalidad
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

The person that I think I would get along with the best is _____ because

	3	2	1
Comprehension Can I understand what I heard or read?	My answers are relevant and accurate and show that I understood what I heard/read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard/read.	My answers are irrelevant and/or inaccurate and show that I really didn't understand what I heard/read.
Communication Strategies What strategies do I use to understand what I heard or read?	a) I accurately identify vocabulary words that I have already been taught. b) I can figure out new words based on the context of what I heard or read.	a) I accurately identify most vocabulary words that I have already been taught b) I can sometimes figure out new words based on context.	a) I cannot accurately identify many vocabulary words that I have already been taught b) I cannot figure out new words based on context.
Main Idea - Can I identify the main idea?	I can confidently identify the main idea.	I can mostly identify the main idea.	I cannot identify the main idea.
Interpretation - If there is a message beyond the literal one, can I understand it?	I can sometimes successfully interpret between the lines when necessary.	I attempt to interpret between the lines when necessary.	I cannot interpret between the lines.

Puntos: _____/15

Puntos Total: ____/60 Listening/Reading Nota: _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You **MUST** work individually. If you have a question, ask a teacher, **NOT** another student! No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 6: International Friendship Day (Conversational Speaking)

Nombre _____

1. Task: You are at a Make New Friends Convention with your friends for International Friendship Day. You have 3 minutes to talk to each person as you move around the circle. **Talk to each person and ask them questions about their personality and their activity preferences (what do they like and dislike.) Answer their questions as well.** You want to find at least one person that has similar activity preferences and personality characteristics that you think you could be good friends with.

	4	3	2	1
Task Completion BONUS: Extended the conversation by asking questions beyond the task.	a) Completes all aspects of the task b) Maintained the conversation by asking complete questions. c) Listened to partner's response and responded accordingly before moving on to next question.	a) Completes most aspects of the task b) Maintained the conversation by using question words. c) Mostly listened to partner's response and responded before moving on to the next question.	a) Completes some aspects of the task b) Maintained the convo by asking yes/no questions. c) Sometimes listened to the partner's response to respond before moving on.	a) Completes few aspects of the task b) Makes little attempt to maintain the conversation (¿y tú?) c) Rarely/Never listened to partner's response before moving on to the next question
Vocabulary BONUS: Also uses self-selected vocab BONUS: Extended the conversation by responding beyond the question asked.	a) Uses a variety of previous and current vocab b) Maintained the conversation by responding with all complete sentences.	a) Uses a variety of current vocab b) Maintained the conversation by responding with some complete sentences and some phrases.	a) Repetitive use of current vocab b) Maintained the conversation by responding with mostly basic sentence/phrases	a) Little use of current vocab b) Makes little attempt to maintain the conversation by responding with one word answers.
Structure	a) Excellent control of targeted structure (few errors/no pattern of errors) b) Errors don't interfere with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors/no pattern of errors) b) Errors cause minimal interference with understanding c) Good control of previous structures	a) Some control of targeted structure (patterns of errors) b) Errors cause frequent interference with understanding c) Some control of previous structures	a) Lacks control of targeted structure (lots of errors/patterns of errors) b) Errors cause significant interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Excellent flow of conversation (Pauses don't hinder understanding) b) Excellent pronunciation doesn't hinder listener's understanding at all c) Little/no L1 interference make it extremely easy to be understood	a) Good flow of conversation (Pauses somewhat hinder understanding) b) Good pronunciation makes it somewhat difficult to be understood c) Some L1 interference makes it easy to be understood	a) Some flow of conversation (Pauses largely hinder understanding) b) Okay pronunciation makes it very difficult to be understood c) Consistent L1 interference makes it somewhat difficult to be understood	a) Lacks flow of conversation (Pauses completely hinder understanding) b) Poor pronunciation makes it impossible to be understood c) Frequent L1 interference makes it very difficult to be understood.

Puntos Total: _____/44

Nota: _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student!
- No talking with your classmates. CONVERSATIONAL SPEAKING = SPANISH ONLY!!
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.

- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 1: ¿CÓMO ERES Y QUÉ TE GUSTA HACER?

Presentational Speaking Instructions

1. Read the prompt: You are a contestant on the show The Amazing Race. For the first episode, you must help the viewers get to know you by introducing yourself. **Talk about yourself and share about your personality and what you like to do and don't like to do.** Feel free to also include basic information about yourself.

Things to think about: activities you like/dislike, your personality and how that corresponds to your preferences, basic information about yourself (name, age, bday, origin)

2. Record your Speaking Assessment using these directions:

- a. Read the prompt and take a couple of minutes to think about what you want to say.
- b. Open the Voice Record app in the iPad's Español folder. (has a microphone/headphones in the icon)
- c. Click the red RECORD button to open a New Recording.
- d. Click the red RECORD button AGAIN to start recording. **DO NOT EVER CLICK PAUSE!**
- e. When finished, click the STOP button.
- f. RENAME FILE:
 - Find the File Name – It is on the left, underneath the camera picture and under the file size and duration time, and consists of lots of numbers and .mp4.
 - Tap on the numbers of the File Name. A "Rename File" screen should pop up.
 - Type your Spanish Name and Last Name as the new name for your audio recording.

3. Turn your Speaking Assessment in using these directions:

- a. SAVE YOUR FILE:
 - Click SAVE TO GOOGLE DRIVE and then click the gray SAVE bubble on the right.
 - A GoogleDrive screen should pop up with Srta. Metcalf's picture and name at the top and your file name & title.
 - Click UPLOAD in the top right corner (by the up arrow in the circle).
 - Click OK in the little white box that pops up.
- b. RESET:
 - Click BACK so the screen is ready for the next student.

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student!
- No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Presentational Writing - ¿Cómo Soy Yo?

TASK: Write a description of yourself including what you like to do & what your personality is like. Use your writing to create your project with the body template.

	3	2	1
Task Completion	Completes all aspects of the task	Completes most aspects of the task	Completes few aspects of the task
Vocabulary	a) Uses a variety of targeted vocab b) Uses previous vocab as necessary	a) Repetitive use of limited targeted vocab b) n/a	a) Little use of targeted vocab b) Does not use previous vocab when necessary
Structure	a) Excellent control of targeted structure (few/no errors) b) Errors cause minimal interference with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors) b) Errors cause some interference with understanding c) Good control of previous structures	a) Lacks control of targeted structure (lots of errors) b) Errors cause major interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Writer's meaning very easily understood. (little/no L1 interference) b) No use of L1	a) Writer's meaning somewhat understood. (some L1 interference) b) N/A	a) Hard to understand writer's meaning. (lots of L1 interference) b) Use of L1
Creativity	Uses lots of creativity and effort.	Uses some creativity and effort	Uses little creativity or effort

Puntos Total: _____/27 Nota: _____%

Presentational Speaking - ¿Cómo Soy Yo?

TASK: Present your project to the class in Spanish.

	3	2	1
Task Completion	Completes all aspects of the task including but not limited to: - Describing activity preferences and personality characteristics	Completes most aspects of the task including but not limited to: - Describing activity preferences and personality characteristics	Completes few aspects of the task including but not limited to: - Describing activity preferences and personality characteristics
Vocabulary	a) Uses a variety of targeted vocab b) Uses previous vocab as necessary	a) Repetitive and/or limited use of targeted vocab b) n/a	a) Little to no use of targeted vocab b) Does not use previous vocab when necessary
Structure	a) Excellent control of targeted structure (few/no errors) b) Errors cause minimal interference with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors) b) Errors cause some interference with understanding c) Good control of previous structures	a) Lacks control of targeted structure (lots of errors) b) Errors cause major interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Speaker's meaning very easily understood. (little/no L1 interference) b) Excellent pronunciation c) No use of L1	a) Speaker's meaning somewhat understood. (some L1 interference) b) Good pronunciation c) N/A	a) Hard to understand speaker's meaning. (lots of L1 interference) b) Poor pronunciation c) Use of L1

Puntos Total: _____/27 Nota: _____%

Interpretive Listening - ¿Cómo Soy Yo?

TASK: Listen to your classmates presentations and, IN ENGLISH, write down their name, a personality characteristic they have, and an activity they like to do. (You must hear them SAY these things!)

	Student's Name	Personality Characteristic	Activity They Like To Do
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

	3	2	1
Comprehension Can I understand what I heard or read?	My answers are relevant and accurate and show that I understood what I heard/read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard/read.	My answers are irrelevant and/or inaccurate and show that I really didn't understand what I heard/read.
Communication Strategies What strategies do I use to understand what I heard or read?	a) I accurately identify vocabulary words that I have already been taught. b) I can figure out new words based on the context of what I heard or read.	a) I accurately identify most vocabulary words that I have already been taught b) I can sometimes figure out new words based on context.	a) I cannot accurately identify many vocabulary words that I have already been taught b) I cannot figure out new words based on context.
Main Idea - Can I identify the main idea?	a) I can confidently identify the main idea.	a) I can mostly identify the main idea.	a) I cannot identify the main idea.
Interpretation - If there is a message beyond the literal one, can I understand it?	a) I can sometimes successfully interpret between the lines when necessary.	a) I attempt to interpret between the lines when necessary.	a) I cannot interpret between the lines.

Puntos Total: _____/15

Nota: _____%