

6-2017

Una celebración con la familia (A family celebration) (7th-9th grade)

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UNDERSTANDING BY DESIGN

Unit Title: Una celebración con la familia (A family celebration)

Grade Level: 7-9

Subject/Topic Area(s): Spanish 1

Designed By: Merida Elizondo and Kara Hargrove

Time Frame: 16 days (~50 minute classes)

School District: Leander ISD

School: Cedar Park Middle School / Florence Stiles Middle School

School Address and Phone: 2100 Sunchase Blvd. Cedar Park, TX 78613 (512) 570-3100
 3250 Barley Rd. Leander, TX 78641 (512) 570-3800

Brief Summary of Unit : In this unit students will understand that language, customs, and celebrations shape the identity of a family. Students will also explore how using another language can give them an appreciation of different cultures which will improve social and professional interactions. The unit introduces family and celebration vocabulary for a novice mid level student. Students will also conjugate the verb tener in the present tense and use it in some common expressions and will use possessive adjectives to describe familial relationships. At the end of the unit, students will integrate learning by planning a culturally relevant celebration. They will also create a family tree and use presentational and interpersonal speaking skills. This unit is based on resources from Pearson Auténtico Level 1 Textbook and uses ACTFL Can-Do Statements as a guide.

Unit: Una celebración con la familia (A family celebration) **Level:** Spanish 1 (Grades 7-9)

Stage 1: Desired Results

Understandings

Students will understand that...

Language, customs, and celebrations shape the identity of a family.

Using another language and appreciating different cultures can improve social and professional interactions.

Essential Questions

1. What do families pass down from generation to generation?
2. How do families celebrate life events?
3. How are my family's traditions similar or different to other families' traditions?
4. How does my identity, culture, and community connect me to the world?

Knowledge

Students will know ...

1. Vocabulary for family members and pets
 - a. https://quizlet.com/_3cj1yt
2. Vocabulary for parties and celebration activities
 - a. https://quizlet.com/_3cj1yt
3. The verb tener in the present tense and how to use it
4. Some tener expressions : tener hambre, tener sed, tener años, tener que
5. Possessive adjectives

Skills

Students will be able to...

1. Talk and write about family members and relationships
2. Describe a party or celebration
3. Conjugate the verb tener and use it to describe age, hunger, thirst, and what someone has to do
4. Identify to whom something belongs

ACTFL Can-Do Statements

- I can say or write something about the members of my family and ask about someone's family (Interpersonal Communication)
- I can ask and talk about family members and their characteristics (Interpersonal Communication)
- I can talk with someone about family (Interpersonal Communication)
- I can talk about celebrations based on pictures or photos (Presentational Speaking)
- I can describe my family (Presentational Speaking / Writing)
- I can list my family members, their ages, their relationships to me, and what they like to do (Presentational Writing)
- I can sometimes understand questions or statements about family (Interpretive Listening)
- I can identify family member words on a family tree (Interpretive Reading)

Stage 2: Assessment Evidence

Performance Task: Plan a celebration for your family. First, create your familia ideal by choosing either real or fictional people to form your family tree. After you have created your family tree, be prepared to describe and answer questions about your familia ideal to your teacher. Then, choose what celebration you are going to prepare: Wedding, Quinceañera, Independence Day, Navidad, or New Years. Make two additional products in Spanish for the celebration from the list below.

Turn in:

- Family tree with 9 members including yourself

- Two products from the following list in Spanish
 - Invitation or Announcement
 - Menu
 - To do list
 - Shopping List with Budget
 - Photo Album with captions

Students will be graded on the following tasks:

1. Family tree and two products from the above list
2. Interpersonal and Presentational Speaking about their family tree

Other evidence:

KWL chart about quinceañera, vocabulary quiz, ¿Quién eres? Card activity, interpretive listening/presentational writing activity, quizzz with possessive adjectives, grammar quiz, post unit exit ticket

Stage 3: Learning Activities

Day 1

1. Students come in and write down Cultura Diaria. Cultura Diaria is a PowerPoint Slideshow with cultural facts for each day of the year. There are weeks for countries, holidays, and traditional celebrations. We suggest using quinceañera and boda weeks during the unit. (more info here: <https://www.teacherspayteachers.com/Product/Cultura-Diaria-Daily-Hispanic-Culture-Facts-for-Each-Day-of-Spanish-Class-828728>)
2. Begin a KWL chart as a class about La Quinceañera - fill in K & W now, add to L throughout the unit
 - a. Guiding questions: Who has heard of a quinceañera? How many of you have been to a quinceañera? Are any of you going to have a quinceañera? What kind of celebrations do we have in the United States that are similar?
3. Show Quinceañera Waltz video: <https://youtu.be/hjNGTwDXmmg>
 - a. Revisit KWL chart after video
4. Discuss EQs 2 and 3: How do families celebrate life events? How are my family's traditions similar or different to other families' traditions?
5. Introduce new vocabulary list https://quizlet.com/_3cj1yt and practice pronunciation.
6. Play Hear/Say with vocabulary <https://docs.google.com/document/d/14IUJ1OB76hopJ4DkgORvjowks0FtZs2qhMuiv06tEok/copy>

Day 2

1. Cultura Diaria
2. Introduce Family Tree portion of Performance Task (due on Day 6)
 - a. Show students an example you have created
3. Listening Activities 1 & 2 from p. 222-223 of Pearson Auténtico
4. Speaking Activity with family trees - See p. 223 of Pearson Auténtico.
 - a. Question cards for students similar to speaking assessment questions. https://docs.google.com/a/leanderisd.org/document/d/18iU3vrRf-UNKP9IPAzZCar9tQRKS_SRII2x0YraC_s/copy

Day 3

1. Cultura Diaria
2. Wizer (<http://app.wizer.me/>) to practice vocabulary - search gallery with keyword "familia"

3. Draw and list family members, ages, relationships, and likes using sentence stems
https://docs.google.com/document/d/1qyplwjsVSOi9YRAV_wwLPVxL6i_Kui-tPbJ6omV0SkU/copy
4. Give time in class to work on family tree

Day 4

1. Cultura Diaria
2. Lectura from Pearson Auténtico page 238 with comprehension questions
 - a. Alternatively, a google image search of quinceañera/quince años invitations creating your own comprehension questions based on images (¿Cuándo es la quinceañera? , ¿Cómo se llama la quinceañera?)
3. Escuchar Activity from Pearson Auténtico page 235
4. Matamoscas using a word cloud game in pairs
<https://docs.google.com/document/d/1gnR9hBLdTbDQenL3eyqRg4xVx2M7UsoPd1ob2UagF4/copy>

Day 5

1. Cultura Diaria
2. Think-Pair-Share
 - a. What elements of a quinceañera would you want to celebrate your birthday with?
 - b. What do you think the “quinceañero” trend?
<http://www.quinceanera.com/planning/what-are-quinceaneros-quinceaneras-for-guys/>
 - c. Discuss EQ 1 - What do families pass down from generation to generation? Compare with changing traditions and quinceañero
3. Vocabulary Review with whiteboards or <https://awwapp.com/>
4. Vocabulary Quiz
5. Last look at KWL chart and post in hallways

Day 6

1. Cultura Diaria
2. Family Tree Due - Speaking Practice with Family Tree in pairs Round 2
https://docs.google.com/a/leanderisd.org/document/d/18iU3vrRf-UNKP9IPAzZCar9tQRKS_SRII_2x0YraC_s/copy
3. Conjugating Tener/Tener Expression Notes
4. “Yo tengo... ¿Quién tiene...?” Game with vocabulary (include review of some food words from previous units)

Day 7

1. Cultura Diaria
2. Tener Practice
3. Pecha Kucha/Palabras Rápidas with celebration pictures highlighting Hispanic celebrations and US celebrations instructions below
 - a. We will be using the pictures on the next slide for a speaking activity.
 - b. You will have one minute to look at the pictures.
 - c. Do not talk or write anything during this time.
 - d. Show photo collage of images
 - e. You and your compañero will take turns speaking in Spanish.
 - f. You can say as little as one word per turn or a phrase/sentence.
 - g. You cannot repeat anything your compañero has said.
 - h. You will have 30 seconds per slide to come up with as many words/phrases as you can.
4. Introduce and assign products portion of Performance Assessment
5. Resources to help students research

- a. Navidad: https://youtu.be/36dAkugGee8?list=PL_bCOYvGkS4RFJT3LrLUfeYmjKJUenp_K
- b. Año Nuevo: https://youtu.be/7O-kw6OFsMk?list=PL_bCOYvGkS4RFJT3LrLUfeYmjKJUenp_K
- c. Independence Day: <https://youtu.be/ISCB1pQ2xZE> <https://www.youtube.com/watch?v=Le6ffREPLi0>
<https://www.youtube.com/watch?v=vz6fH7MIBoo>
- d. Mexican Food: https://youtu.be/1hBvcwrIne4?list=PL_bCOYvGkS4RZuFKVEIFSSiJo2-GznPWR
- e. La Boda: <https://www.youtube.com/watch?v=oBX0UaqU6iM>;
<http://www.latina.com/lifestyle/latin-american-unique-wedding-traditions-superstitions>

Day 8

1. Cultura Diaria
2. ¿Quién Eres? Cards - Give everyone a card with a fake age and name have students partner around the room making introductions and giving descriptions
 - a. After speaking and moving around the room have students write down their sentence and trade cards within their groups to write in first and third person
3. Possessive Adjective Notes
https://docs.google.com/document/d/1-Xd-NoJi4kN969LC_AUKH0Vop1oziSfIzoqyqKczH0/copy

Day 9

1. Cultura Diaria
2. Papa Caliente with Possessive Adjectives
 - a. https://www.amazon.com/Ideal-Potato-Electronic-Musical-Passing/dp/B000NX0IQK/ref=sr_1_2?ie=UTF8&qid=1497545084&sr=8-2&keywords=hot+potato+game
 - b. https://docs.google.com/presentation/d/117a7Q0W7-OcqX0rt2SoONH_gh63iHr5C_lC8fDMvls8/copy
3. Possessive Adjective Crossword Puzzle
https://docs.google.com/document/d/1TgkLDY5QoaWAVK_ljUNN7Y8ZjLFQN-vXWRYVCcos8Mg/copy
4. Class time to work on products

Day 10

1. Cultura Diaria
2. Quizizz over Possessive Adjectives <https://quizizz.com/admin/quiz/5845c55c5c74a6041c4719b7>
3. Possessive Adjective Practice. See Pearson Autentico p. 232-233
4. Speaking Activity with Tener from p. 234
5. Family Tree Practice Speaking Assessment Round 3. Students use their created family tree and possible question cards.
https://docs.google.com/a/leanderisd.org/document/d/18iU3vrRf-UNKP9IPAZCar9tQRKS_SRII_2x0YraC_s/copy
6. Time to work on products

Day 11

1. Cultura Diaria
2. Interpretive Listening/Presentational Writing Activity about family
<https://docs.google.com/document/d/1X02VmFcEmjBaZyZKA9aWKL6bgSPilrSjcTadxvMWI-8/copy>
3. Discuss EQ 4 - How does my identity, culture, and community connect me to the world?
4. Time to work on products

Day 12

1. Cultura Diaria
2. Products are due
3. Centers:

- a. Qué Lástima with vocabulary
https://docs.google.com/document/d/1g9REhfNqyg24-JqFmaxyylEx9JvnVkuUgFiGIFXglh_U/copy
- b. Family Tree Logic Puzzles
- c. Possessive Adjectives Stairs
<https://docs.google.com/document/d/1OxDeDmeWVC9KscG4Pjp4pPaDrWrTHscDkasK8-w53Ag/copy>
- d. Tener & Tener Expressions Google Form

Day 13

1. Review Possessive Adjectives and Tener with flippity online quiz show
 - a. Included is a link to a pre-made flippity quiz. If you would like to edit or use for another unit visit <http://flippity.net/QuizShow.asp> and follow instructions
 - b. http://www.flippity.net/qs.asp?k=1AjENLI_bCg8BIVLxJyvYQXVo0kJZG5oS2UhyKbSe1mA
2. Grammar Quiz/Learning Check
<https://docs.google.com/document/d/1rzLdDv84ZRcSVyER5ylEL0bgMB9fhaDO1oodKUOeUMI/copy>

Day 14

1. Cultura Diaria and Cultura Diaria Quiz
2. Guided Gallery walk of Family Trees and Products
 - a. Question Cards/Scavenger Hunt for Gallery Walk

Day 15

1. Begin family tree speaking assessment
2. Independent practice on new vocabulary or review skills during speaking assessments

Day 16

1. Finish family tree speaking assessment
2. Post unit reflection and survey/exit ticket
 - a. Use mentimeter - example <https://www.menti.com/9fd0a0>
 - i. Pose EQ questions to class
 - ii. Are you going to incorporate anything from any of the celebrations with your family?
 - iii. Do you think traditions you create and celebrate will be passed on?



UNA CELEBRACIÓN CON LA FAMILIA

Performance Task: Plan a celebration for your family. First, create your familia ideal by choosing either real or fictional people to form your family tree. After you have created your family tree, be prepared to describe and answer questions about your familia

ideal to your teacher. Then, choose what celebration you are going to prepare: Wedding, Quinceañera, Independence Day, Navidad, or New Years. Make two additional products in Spanish for the celebration from the list below.

Step 1 - Create your family tree with at least 9 members including yourself. Each member needs to be labeled with a name and their relationship to you in Spanish. You may include pets.

Step 2 - Be prepared to speak about your family (at least four complete sentences in Spanish) and answer questions based on your family tree.

Step 3 - Decide what type of celebration you would like to plan and research information about how it is celebrated in a Spanish-speaking country.

Step 4 - Choose 2 products to create from this list:

- **Invitation or Announcement** - Color and decoration appropriate for celebration, includes what kind of celebration and for whom, time and date, where the celebration is being held.
- **Menu** - Color and decoration appropriate for celebration, includes options for 3 courses and drinks.
- **To Do List** - Includes 10 tasks: each task must start with an infinitive verb. Neat and legible.
- **Shopping List with Budget** - 12 items separated into categories with quantities and approximate price. Include total with numbers written in Spanish.
- **Photo Album with Captions** - Includes cover with the name of your celebration and 4 or more photos. Captions must be in complete sentences.

Family Tree and Product Rubric

4	Superior completion of the product, all expressions correct; easily understood with infrequent errors in writing; includes many culturally-relevant vocabulary and images; followed instructions completely and went beyond expectations.
3	Adequate completion of the product, almost all expressions correct; easily understood with infrequent errors in writing; includes some culturally-relevant vocabulary and images; followed instructions completely.
2	Partial completion of the product, expressions somewhat correct; mostly understood with errors in writing; includes little or no culturally-relevant vocabulary or images; followed most instructions.
1	Minimal attempt to complete the product; expressions somewhat correct; difficult to understand with many errors in writing; includes no culturally-relevant vocabulary or images; followed some instructions.
0	Does not complete the product

Score for Family Tree	Score for Product 1	Score for Product 2	Total Score

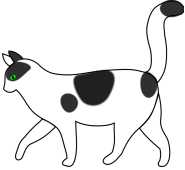








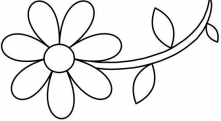






Conversion: 12=100 11=94 10=88 9=82 8=75 7=67 6=58 5=50 4=44 3=35 2=25 1=15

Speaking Rubric

Criteria	4	3	2	1
Task Completion	Superior Completion using complete sentences with elaboration and detail.	Completion of task using mostly complete sentences with some elaboration.	Partial completion of task using some complete sentences with few details.	Minimal completion of task without complete sentences. Does not meet expectation.
Comprehensibility	Responses are easily comprehensible. Pronunciation and/or fluency do not impede comprehensibility.	Responses are mostly comprehensible. Pronunciation and/or fluency may impede comprehensibility	Responses are somewhat comprehensible. Pronunciation and/or fluency make speaker difficult to understand.	Responses are barely comprehensible. Many pronunciation errors make speaker very difficult to understand.
Language Control Vocabulary	Rich and varied use of vocabulary. Uses learned phrases with inclusion of idiomatic expressions and/or transitions.	Satisfactory use of vocabulary. Uses learned phrases in basic form/simple sentences.	Basic use of vocabulary. Repetitive throughout the task.	Inadequate and/or inaccurate use of vocabulary.
Language Control Accuracy	Good control of language. Few errors in grammar.	Good control of language. Some errors in grammar.	Some control of language. Many errors in grammar.	Little control of language. Many errors in grammar.

Conversion: 16=100 15=96 14=92 13=88 12=84 11=82 10=78 9=75 8=72 7=70 6=67 5=63 4=60 3=50 2=40 1=30



A (hear)	A (say)	B (hear)	B (say)
	La flor* (Empieza aquí)		La piñata
	Las luces		El perro
	El pastel		El abuelo
	El regalo		La fiesta
	Feliz Cumpleaños		La cámara
	Los globos		¡EL FIN!
	La comida		La abuela
	La foto		Los dulces

Front of Card - Question	Back of Card - Response
¿Quién es la esposa de tu abuelo?	(Ella) es Adela.
¿Quién es tu primo?	(Él) es Marcos.
¿Quién es la hija de tus tíos?	(Ella) es Carlota.
¿Quién es tu tía?	(Ella) es Daniela.
¿Tienes una tía?	Sí, tengo una tía.
¿Tienes un perro?	Sí, tengo un perro.

¿Tienes una hija?

No, no tengo una hija.

¿Cómo se llama tu tío?

(ÉL) se llama Julián.

**¿Cómo se llama tu
hermana mayor?**

(Ella) se llama Beatriz.

¿Cómo se llama tu perro?

(ÉL) se llama Tuco.

**¿Cuántos años tiene tu
madre?**

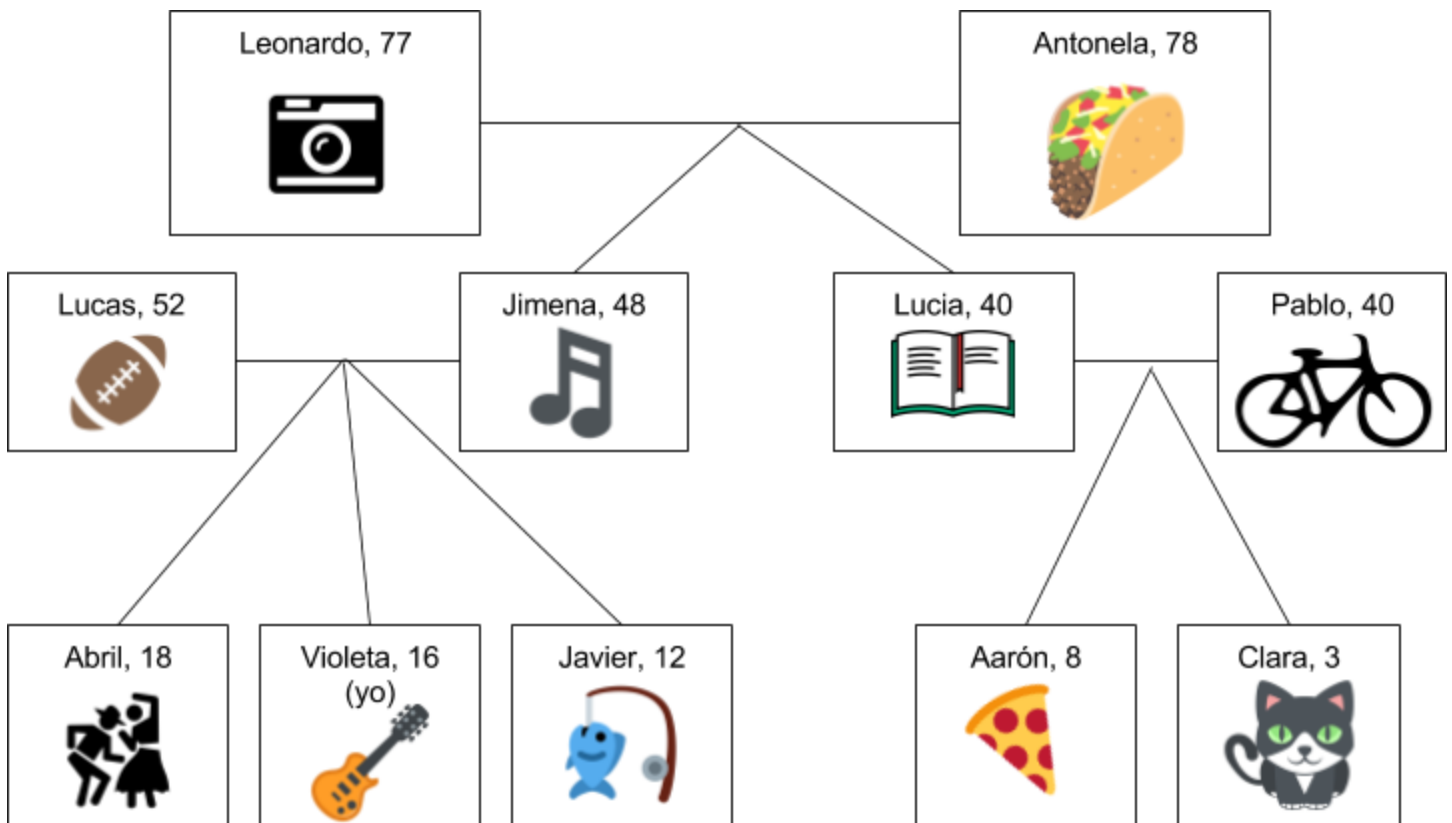
**(Ella) tiene treinta y nueve
años.**

**¿Cuántos años tiene tu
hermana menor?**

(Ella) tiene trece años.

¿Cuántos años tiene tu abuelo?	(Él) tiene sesenta y ocho años.
¿Quién es Roberto?	(Él) es mi abuelo.
¿Quién es Daniela?	(Ella) es mi tía.
¿Quién es Cali?	Es mi gato.

Round 2 (Day 6) - Use this family tree. (If loading through link the family tree may take a moment to load)



Front of Card - Question	Back of Card - Response
<p>¿Quién es el hermano de tus primas?</p>	<p>(ÉL) es Javier.</p>
<p>¿Quién es el padre de Lucía?</p>	<p>(ÉL) es mi abuelo, Leonardo.</p>
<p>¿Quién es la hija de tus abuelos?</p>	<p>(Ella) es mi tía, Lucía.</p>

¿Quién es tu tío?

(ÉL) es Pablo.

¿Tienes un gato?

No, no tengo un gato.

¿Tienes un hermano?

Sí, tengo un hermano.

¿Tienes una hermana menor?

No, no tengo una hermana menor.

¿Cómo se llama tu primo?

(ÉL) se llama Aarón.

¿Cómo se llama tu abuela?

(Ella) se llama Antonela.

¿Cómo se llama tu padre?

(ÉL) se llama Lucas.

¿Cuántos años tiene tu prima?

(Ella) tiene tres años.

¿Cuántos años tiene tu abuela?

(Ella) tiene setenta y ocho años.

¿Cuántos años tiene tu padre?

(ÉL) tiene cincuenta y dos años.

¿Quién es Javier?

(ÉL) es mi hermano (menor).

¿Qué le gusta a Abril?

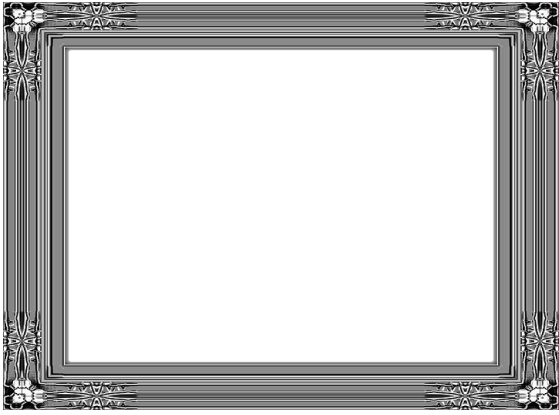
Le gusta(n) _____.

¿Qué le gusta a Antonela?	Le gusta(n) _____.
¿Qué le encanta a Lucas?	Le encanta(n) _____.
¿Qué le encanta a Lucía?	Le encanta(n) _____.

Round 3 (Day 10) - use family tree from individual student projects - possible questions (questions and answers will vary depending on each student's project):

¿Quién es la esposa de tu abuelo?	¿Cómo se llama tu tío?
¿Quién es tu primo? ¿Cómo es?	¿Cuántos años tiene tu madre?
¿Qué le gusta hacer a tu hermana?	¿Qué no le gusta a tu hermano?
¿Tienes una tía?	¿Quién es (fill in name from tree)?
¿Cuántos años tiene tu padre?	¿Cuándo es el cumpleaños de tu tío?

¿Cómo es mi familia?

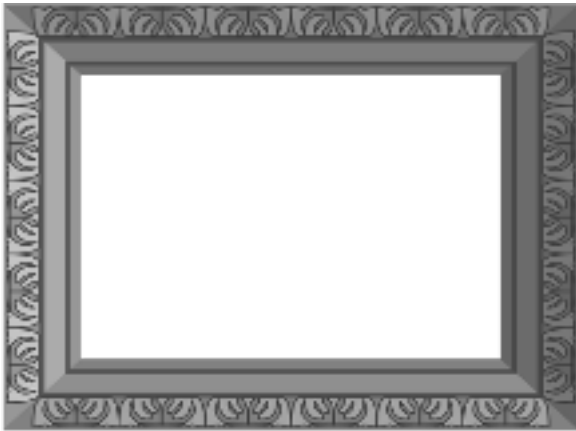


Se llama _____.

Es mi _____.

Tiene _____ años.

Le gusta _____.

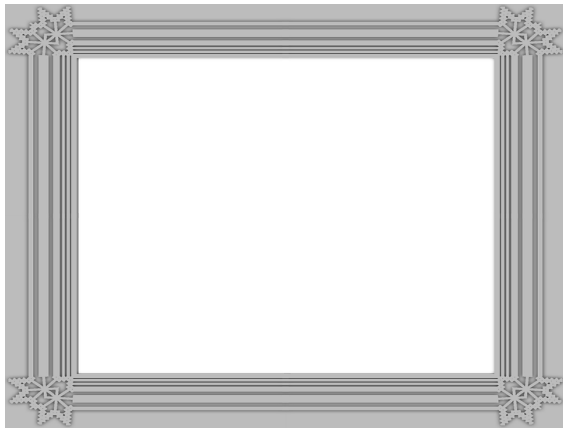


Se llama _____.

Es mi _____.

Tiene _____ años.

No le gusta _____.

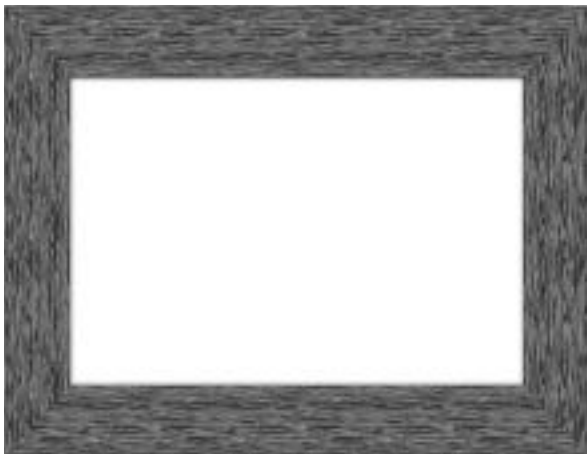


Se llama _____.

Es mi _____.

Tiene _____ años.

Le encanta _____.



Se llama _____.

Es mi _____.

Tiene _____ años.

Le gusta _____.

Words for Matamoscas Game - call in either language depending on goal/level

Grandfather - abuelo
Grandmother - abuela
Husband - esposo
Wife - esposa
Brother - hermano
Sister - hermana
Step Brother - hermanastro
Step Sister - hermanastra
Son - hijo
Daughter - hija
Parents - padres
Father - padre
Mother - madre
Step Father - padrastro
Step Mother - madrastra
Cousin (male) - primo
Cousin (female) - prima
Uncle - tío
Aunt - tía
Dog - perro
Cat - gato
Person - persona
Older - mayor
Younger - menor
To Open - abrir
To Celebrate - celebrar
To Decorate - decorar
To Prepare - preparar
To Break - romper
Decorations - decoraciones
Video - video
Photo - foto
Camera - cámara
Birthday - cumpleaños
Candy - dulces
Flowers - flores
Balloon - globo
Lights - luces
Cake - pastel
Piñata - piñata
Gift/Present - regalo

Possessive Adjectives

All forms of possessive adjectives must agree in NUMBER (singular or plural) with noun that comes after them.

My (Yo)		
mi (singular)	mi hermano	mi hermana
mis (plural)	mis hermanos	mis hermanas
Your (tú singular, familiar)		
tu (singular)	tu hermano	tu hermana
tus (plural)	tus hermanos	tus hermanas
His, her, your (Usted singular, formal)		
su (singular)	su hermano	su hermana
sus (plural)	sus hermanos	sus hermanas
Their, your (Ustedes plural, familiar or formal)		
su (singular)	su hermano	su hermana
sus (plural)	sus hermanos	sus hermanas

Nosotros and Vosotros possessive forms must agree in GENDER as well as NUMBER.

Our (Nosotros)	Masculine	Feminine
nuestro/a (singular)	nuestro hermano	nuestra hermana
nuestros/as (plural)	nuestros hermanos	nuestras hermanas
Your (Vosotros plural, familiar, Spain)		
vuestro/a (singular)	vuestro hermano	vuestra hermana
vuestros/as (plural)	vuestros hermanos	vuestras hermanas

*****When choosing between singular/plural or masculine/feminine you must consider what is being "owned", NOT who owns it.**

Practice- Translate the following into Spanish.

1. My aunt
2. Your (singular, familiar) cake
3. Our grandparents
4. Your (plural, familiar, Spain) cousins (all female)
5. Their cat
6. His dog
7. Her chair
8. His sons
9. My photos
10. Your (usted) parents

LA PAPA CALIENTE

Possessive Adjectives

When it is your turn look at the Spanish word and decide which form of the possessive adjective would match it. Say them before passing the potato, but watch out for the timer!

My

1. carros
2. papel
3. tarea
4. pizzas
5. música
6. videojuegos
7. fruta
8. fiestas
9. helado
10. animales
11. familias
12. concierto
13. computadora
14. colegio
15. cartas
16. novela
17. películas
18. primas
19. abuelo
20. hermanos

Your (tú form)

1. hamburguesa
2. mochila
3. zapatos
4. regla
5. reloj
6. carpetas
7. cuaderno
8. libros de amor
9. comida italiana
10. perros
11. hermana
12. gato
13. lápiz
14. bolígrafos
15. padre
16. abuelos
17. video
18. ropa
19. pelo
20. hijas

His, Her, Your (usted form)

1. hermana
2. gato
3. lápiz
4. bolígrafos
5. padre
6. abuelos
7. video
8. ropa
9. pelo
10. hijas
11. hamburguesa
12. mochila
13. zapatos
14. regla
15. reloj
16. carpetas
17. cuaderno
18. libros de amor
19. comida italiana
20. perros

Their, Your (Ustedes form)

1. fiesta
2. pastel
3. computadoras
4. escuela
5. cartas
6. novela
7. películas
8. primas
9. taco
10. hermanos
11. hamburguesa
12. mochila
13. zapatos
14. regla
15. reloj
16. carpetas
17. cuaderno
18. libros de amor
19. comida italiana
20. perros

Our

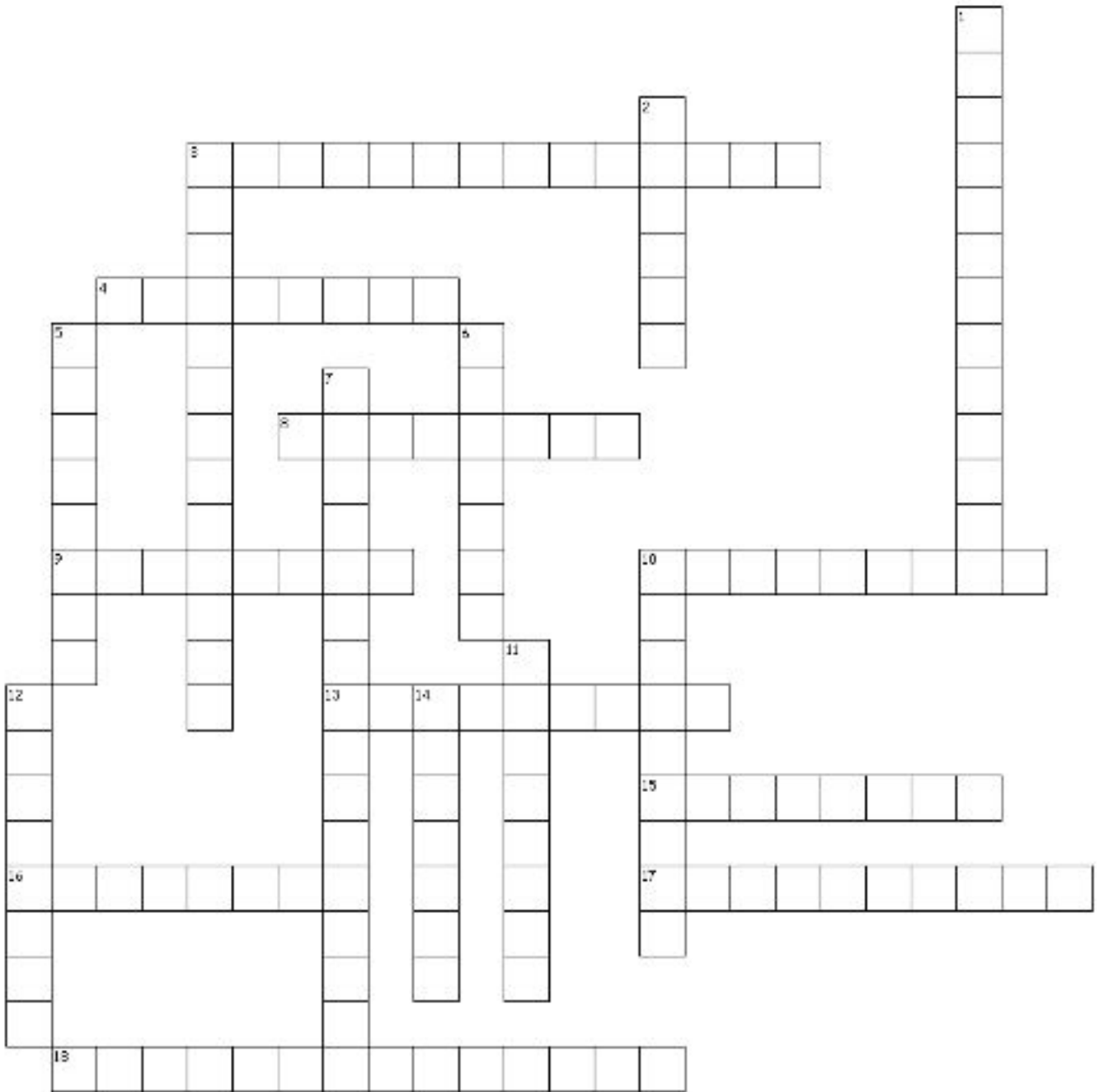
1. enchiladas
2. concierto
3. computadora
4. escuela
5. cartas
6. novela
7. películas
8. primas
9. cuaderno
10. hermanos
11. hamburguesa
12. mochila
13. zapatos
14. regla
15. reloj
16. arepas
17. cuaderno
18. libros de amor
19. comida italiana
20. perros

Your (Vosotros form)

1. familias
2. concierto
3. computadora
4. colegio
5. cartas
6. novela
7. películas
8. primas
9. abuelo
10. hermanos
11. tía
12. sobrino
13. nietos
14. padres
15. gatos
16. abuela
17. novelas
18. video
19. calendario
20. tarea

Nombre:

Possessive Adjective and Vocabulary Crossword Puzzle



Across

- 3. our cousins (mixed group)
- 4. her sons
- 8. her husband
- 9. your (singular familiar) piñata
- 10. my dogs (all male)
- 13. my candies
- 15. my cake
- 16. my grandmother
- 17. our aunt
- 18. your (plural familiar) flowers

Down

- 1. our grandfather
- 2. my daughter
- 3. our daughters
- 5. your (singular familiar) cats
- 6. my cousin
- 7. your (plural familiar) stepmother
- 10. my brother
- 11. you (singular familiar) photos
- 12. his camera
- 14. her balloon

Nombre: _____

Fecha: _____

Interpretive Listening/Presentational Writing: La Familia

Part 1: You are listening to three Spanish speakers describe their families and what they are like. Take notes in English or in Spanish about what each speaker says. This part will not be graded. The chart you fill out will help you complete the written portion of the task (which will be graded).

Clip 1: Spanish Proficiency Listening Clip from UT <https://www.laits.utexas.edu/spe/vid/beg13ex.html>

Clip 2: Spanish Proficiency Listening Clip from UT <https://www.laits.utexas.edu/spe/vid/beg13e.html>

Clip 3: Spanish Proficiency Listening Clip from UT <https://www.laits.utexas.edu/spe/vid/beg13b.html>

Clip 1: Regina	Clip 2: Alejandra	Clip 3: Alejandro

Part 2: Write at least 5 sentences describing your family. Include things like their age and relationship to you. The more you elaborate the higher your score will be.

¡QUÉ LÁSTIMA! INSTRUCTIONS

CUT OUT ALL SQUARES AND PUT THEM IN A CUP/CONTAINER WHERE STUDENTS CANNOT SEE WHAT THEY ARE PICKING. STUDENTS WILL TAKE TURNS PICKING CARDS FROM THE CUP. IF THEY TRANSLATE THE VOCABULARY PHRASE CORRECTLY THEY KEEP THE CARD. OPTIONAL, IF THEY CAN MAKE A SENTENCE IN SPANISH USING THE WORD THEY GET AN EXTRA TURN (A ONE TIME PER TURN OPTION). THE CUP GETS PASSED FROM STUDENT TO STUDENT. IF THE STUDENT DOESN'T KNOW THE TRANSLATION THE CARD GOES BACK INTO THE CUP. IF THE STUDENT DRAWS A ¡QUÉ LÁSTIMA! CARD THEY MUST PUT ALL OF THEIR EARNED CARDS BACK INTO THE CUP - BUT KEEP THE ¡QUÉ LÁSTIMA! CARD ON THE TABLE (IF YOU KEEP PUTTING THEM BACK IN THE GAME WILL NEVER END...).

CARDS ON THE FOLLOWING PAGES

LOS ABUELOS	THE GRANDPARENTS	ABRIR	TO OPEN
EL ABUELO	THE GRANDFATHER	CELEBRAR	TO CELEBRATE
LA ABUELA	THE GRANDMOTHER	DECORAR	TO DECORATE
EL ESPOSO	THE HUSBAND	HACER UN VIDEO	TO MAKE A VIDEO
LA ESPOSA	THE WIFE	PREPARAR	TO PREPARE
LOS HERMANOS	THE SIBLINGS	ROMPER	TO BREAK
EL HERMANO	THE BROTHER	SACAR FOTOS	TO TAKE PICTURES
LA HERMANA	THE SISTER	LAS DECORACIONES	THE DECORATIONS
EL HERMANASTRO	THE STEPBROTHER	EL VIDEO	THE VIDEO

LA HERMANASTRA	THE STEPSISTER	LA FOTO	THE PICTURE
LOS HIJOS	THE CHILDREN	LA CÁMARA	THE CAMERA
EL HIJO	THE SON	EL CUMPLEAÑOS	THE BIRTHDAY
LA HIJA	THE DAUGHTER	¡FELIZ CUMPLEAÑOS!	HAPPY BIRTHDAY!
LOS PADRES / LOS PAPÁS	THE PARENTS	LOS DULCES	THE SWEETS
EL PADRE / EL PAPÁ	THE FATHER / DAD	LA FLOR, LAS FLORES	THE FLOWER(S)
LA MADRE / LA MAMÁ	THE MOTHER / MOM	EL GLOBO	THE BALLOON
EL PADRASTRO	THE STEPFATHER	LAS LUCES	THE LIGHTS
LA MADRASTRA	THE STEPSMOTHER	EL PAPEL PICADO	THE CUT PAPER DECORATIONS
LOS PRIMOS	THE COUSINS	EL PASTEL	THE CAKE

EL PRIMO	THE COUSIN (MALE)	LA PIÑATA	THE PIÑATA
LA PRIMA	THE COUSIN (FEMALE)	EL REGALO	THE GIFT
LOS TÍOS	THE AUNT AND UNCLE	MAYOR	OLDER
EL TÍO	THE UNCLE	MENOR	YOUNGER
LA TÍA	THE AUNT	¿CUÁNTOS AÑOS TIENE?	HOW OLD IS...?
EL PERRO	THE DOG	TIENE --- AÑOS.	HE/SHE IS...
EL GATO	THE CAT	 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!
LA PERSONA	THE PERSON	 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!
 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!
 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!	 ¡QUÉ LÁSTIMA!

Cut out strips of paper and mix them up have students match the translations. It should make a staircase. Two versions included.

Empieza aquí	My sisters
Mis hermanas	Their dog
Su perro	His backpack
Su mochila	Your (plural, familiar, Spain) french fries
Vuestras papas fritas	Their cake
Su pastel	Our food
Nuestra comida	Our dogs
Nuestros perros	Our french fries
Nuestras papas fritas	My backpack
Mi mochila	Your (singular, familiar) cake
Tu pastel	My brothers
Mis hermanos	His wife
Su esposa	¡EL FIN!

Empieza aquí	Su hermanastra
His stepsister	Our mom
Nuestra madre	Mi hijo
My son	My daughter
Mi hija	Your (plural, familiar, Spain) decorations
Vuestras decoraciones	Her stepbrother
Su hermanastro	Your (singular, familiar) decorations
Tus decoraciones	My aunt
Mi tía	Mis tías
My aunts	Their food
Su comida	Our table
Nuestra mesa	Our sodas
Nuestros refrescos	¡EL FIN!

Nombre:

Capítulo 5A - Tener and Possessive Adjectives

Fill in the following chart with forms of the verb tener in the present tense.

Yo 1.	Nosotros 4.
Tú 2.	Vosotros 5.
Ella 3.	Ustedes 6.

Fill in the missing forms of tener

7. Ivan y Marcy _____ dos primos.
8. Alexa y yo _____ que decorar la casa.
9. ¿Tú _____ hambre?
10. Mi hermano mayor _____ que hacer el pastel.
11. Las chicas no _____ una piñata para la fiesta.

Write the tener expression that matches each picture.



12.



13.



14.

Fill in the missing possessive adjectives

15. Yo no tengo (my) _____ tarea.
16. Elena y (her) _____ hermano son gemelos (twins).
17. (Our) _____ abuelos tienen que preparar la comida.
18. (Your, singular, familiar) _____ primos son atrevidos.

Translate to Spanish.

19. My photos
20. Our sister