

Bienvenido, or Welcome to Spanish

Hola, or hello students and parents! I'm thrilled to teach your student the wonders of speaking a second language and all of the fun that Hispanic culture brings with it. We do so many active, "out of the box" activities both to learn and to practice Spanish that the students need the *best classroom environment* we can create for them.

General Expectations

The 3 Ps: Preparation, Participation, and Politeness

Students should be adequately **PREPARED** each class. *All supplies*, textbook if applicable, binder, paper, and pencil, are necessary. *Assigned homework* is required upon the due date. Most important, students must be prepared to engage and participate.

PARTICIPATION is a must to practice and learn Spanish. *Up to 1/4 of the Spanish grade is PARTICIPATION*. This is not only speaking Spanish, but engaging in all class activities. Spanish class is about *doing*. *CMS Behavioral Expectations and Guidelines fall under participation*.

POLITENESS is just a requirement for our activities. *CMS Behavioral Expectations and Guidelines fall under participation*.

Speaking Spanish . . . In Spanish Class

Providing *understandable Spanish* to your student is the most important thing that I do. Learning Spanish is like learning to swim, you need to be in the Spanish just like you need to be in the water to really use it.

Up to the **first 7 to 9 minutes of class are in English**: the day's goals, assignments, mini-lessons, explanations, questions, questions, questions.

Up to the **last 5-8 minutes of class are in English**: Lesson Re-cap, Summaries, homework, assignments, explanations, questions, questions, questions.

About **90% of each class is in Spanish**. Think *motherese*-- the language that moms use with babies and tykes. I carefully calibrate my Spanish to be at least 70% understandable to the students. Lots of pictures, photos, props, music, gestures. It's a show.

Materials

•One 1 inch, three ring binder, One set of binder DIVIDERS, Pencils and Pens, Lined paper

*****Optional: markers*

Assessments & Grades

I assess language proficiency in a variety of ways to evaluate **listening, reading, speaking, and writing**. **The final grade is a combination of the below & even more.**

- Students are assessed by me constantly during class; I take major notes
- One-fourth of the grade is participation: listening, speaking, doing
- Unannounced, short, easy quizzes are frequent- so review daily
- Performance Assessments or practical projects are bigger grades
- Tests- they aren't the be-all & end-all of the grade

Spanish Class Information

Most of the class information and even handouts and assignments will be available to you and your student on **the website for his or her Spanish class.**

www.spanishone.com

www.spanishtwo.org

I have created these sites just for your student. **What will be on the site?**

- Assignments & Homework Postings
- Videos and podcasts for home viewing and listening
- Most of the handouts that I create and give out: assignments, materials, reviews, etc.

My Contact Information

I am an *open-door teacher* and I'm available to you. We are in a *partnership* to educate your student, so I welcome your contact and input. You are the expert on your student.

Email is great: catherinef.fortin@cms.k12.nc.us

School Phone: 980-343-5500

Tutoring

I offer tutoring *by appointment*. Just have your student arrange it with me.

Your Contact Information & Signature

Please **sign, date & fill in the blanks** below and have your student return this to me. Gracias.

I have read and I'm familiar with Sra. Fortin's Spanish Class Expectations & Information. _____

Student Name, Spanish Course & Grade: _____

Name: _____ phone number: _____

Email: _____

**Spanish Only During Spanish Time
Contract**

I, _____, know that speaking only Spanish during Spanish Time is required. I know that I can use gestures, draw pictures, and do just about anything to communicate other than speak English during Spanish time.

I know that Spanish time is for about 90% of the class and I have the opportunities to ask questions and receive clarification in English at the beginning of class and during the English re-cap at the end of class. I can also make a tutoring appointment with Sra. Fortin if I need more help.

I'm aware that up to one fourth of my grade is based on participation, my preparation, and my attempts to speak Spanish.

I will try to have an open mind, take risks, contribute my creativity and talents, and have some fun in Spanish class.

Parent or Guardian Signature:

Date:

An Inventory of My Learning Style

Circle the letter that best answers the question.

1. I write with
a. right hand b. left hand c. both

Write Yes or No.

2. I like to draw and create things in my spare time.
3. I play a musical instrument.
4. I'm a dancer. Describe why you like to dance if you are a dancer.
5. I like to listen to music and I hum or whistle a lot.
6. I read novels and books whenever I have free time.
7. My favorite thing to do is practice or perform. Describe what you like about it.
8. I like to work on projects in groups.
9. I like to discuss the project while I work in the group.
10. I prefer to work with just one partner. Explain why.
11. I prefer to work on projects alone. Explain why.
12. When I'm in a group I usually am the person who **(circle the letter)**
- a. gets everything started and directs the work
 - b. writes a lot down
 - c. does the artwork or any drawing
 - d. presents in front of the class
 - e. comes up with creative ideas
 - f. listens and does the work needed
13. I understand my teachers (other classes too) clearly when they give spoken directions.
14. I usually need to ask some questions after the teacher gives spoken directions.
15. I focus on written directions and information on the board.
16. I carefully read all written directions.
17. If you were to ask me for directions to my house I would
a. draw a map with landmarks b. write out a list of directions
18. My binder is very neat with no papers in the side pockets.
19. Tell me **where and when** you do your homework.
20. How do you feel about homework?

What activities & Games do you like? Please list them below.

What activities, assignments, or games do you NOT LIKE?

Name Bingo

Choose a Spanish name. This will be your new identity in Spanish class!

1. Practice spelling your name out loud using the Spanish alphabet. Write it in one of the squares of the bingo grid below.
2. Walk around the classroom and ask your classmates their name:

¿Cómo te llamas?

3. When someone asks you the question, answer:

Me llamo. . . + your new Spanish name

4. After you exchange names, ask how to spell it:

¿Cómo se escribe tu nombre?

5. Write your classmate's name in one of the squares of the bingo grid.
6. When you have filled in your grid, sit quietly at your seat.
7. Your teacher will spell names of people in your class. If you hear a name you wrote, draw an X through the square on your grid. 4 X's in a row is a Bingo. Shout ¡LOTO!

Español I * Escribir

GENERAL

1. Copia . . .
2. Nombra las partes de la ilustración . . .
3. Dibuja . . .
4. Pon las letras en orden . . .
5. Escribe las palabras en el orden alfabético..
6. Escribe las oraciones en el orden correcto.
7. Llena los espacios . . .
8. Llena el formulario utilizando tu información personal.
9. Escribe una lista de . . .
10. Contesta las pregunta(s) . . .
11. Corrige los errores . . .
12. Describe la ilustración de . . .
13. Escribe lo que ves en . . .

CONTENT RELATED PROMPTS-MAJOR CHANGES

14. ¿Cuál es tu color favorito? Dibuja una ilustración de tu color favorito.
15. Haz una ilustración de formas coloreadas.
16. Dibuja los números de tu cumpleaños.
17. Dibuja y nombra a ti mismo.
18. Descríbete.
19. Dibuja y nombra a tu mejor amigo.
20. Describe tu mejor amigo.
21. Dibuja y nombra las partes de tu escuela.
22. Describe tu escuela.
23. Dibuja y nombra a tu familia.
24. Describe tu familia.
25. Dibuja y nombra tu casa.
26. Describe tu casa.
27. ¿Cuál es tu día favorito?
28. ¿Cuál es tu día favorito de la semana?
29. ¿Cuál es tu mes favorito?
30. Dibuja, nombra y describe tu mes favorito.
31. ¿Cual es tu estación favorita?

LANGUAGE FUNCTION PROMPTS

Expand on these basics

1. ¿Qué hay en tu carpeta grande?
2. ¿Qué quieres ser en el futuro? ¿qué profesión?
3. ¿Qué te gusta hacer en tu tiempo libre?
4. ¿Cuándo es tu cumpleaños?
5. ¿Cuál es tu dirección de casa? ¿Tu teléfono? ¿tu correo electrónico?
6. ¿Qué te gusta . . . jugar . . . comer . . . escuchar . . . ver?
7. ¿Cuál es tu comida favorita?
8. ¿Cuándo fuiste a un restaurante? ¿Qué comiste?
9. ¿Fuiste al supermercado en el fin de semana? ¿Qué compraste?
10. ¿Vas al mercado al aire libre? ¿Qué compras?
11. Escribe tu rutina diaria. Incluye la hora.
12. Describe la casa de tus sueños.
13. Haz un menú de tus comidas diarias. Ilustrar es una opción.
14. Dibuja y describe . . . fruta . . .
15. Dibuja y describe . . . vegetal . . .
16. ¿Qué tienes que hacer?
17. ¿Te duele algo? ¿Dónde?
18. Describe los profesionales que trabajan en la oficina del médico.
19. ¿Qué haces para mantenerte en forma
20. ¿Qué tiempo hace? ¿Qué tiempo prefieres? ¿no prefieres? ¿por qué?
21. ¿Qué ropa llevas cuando hace . . . ?

Question Words

Learning how to ask a question in Spanish is so important: *WHO, WHAT, WHERE, WHEN, HOW, WHY* are absolutely necessary. We will practice these *questions-words* frequently in class.

Who = **Quién**

What = **Qué**

When = **Cuándo**

Where = **Dónde**

Why = **Por qué**

How = **Cómo**

How much/how many = ¿**Cuánta**?

What is it? = ¿**Qué es esto**?

You can remember the question words by singing them as a song. Do you recognize the tune? It's "Row, Row, Row Your Boat"!

**Quién, Qué, Cuándo, Dónde,
Por qué y Cómo
Cuánto, ¿Qué es esto?
¡Las Preguntas!**

To change any statement to a yes/no question, **switch the verb**—*bailas, habla*—**in front of the subject**, and don't forget BOTH SETS OF QUESTION MARKS.

Statement

Tú bailas.

Él habla inglés.

Question

¿**Bailas** tú?

¿**Habla él** inglés?

Getting to Know You Grid

1. Ask a classmate the question in the rectangle. He or she must answer in Spanish.
2. Write his or her Spanish answer below the question or on another piece of paper.

¿Cómo te llamas?	¿Cuál es tu color favorito?	Tu equipo favorito de fútbol americano es . . .	¿Te gusta el chocolate?
¿Cuándo es tu cumpleaños?	¿De dónde eres	Tu animal favorito es . . .	¿Cuántos años tienes tú?
¿Qué miras en la televisión?	¿Tienes un ipod?	¿Juegas a deportes?	¿Miraste una película en el verano?
¿Cuántas personas hay en tu familia?	¿Cómo se escribe tu nombre?	¿Dónde vives?	¿Qué tiempo hace?
¿Cuál es tu canción favorita?	¿Qué vegetal no te gusta?	¿Comes mucha pizza?	¿Tienes una Silly Band favorita?
¿Qué estilo de música prefieres?	¿Lees un libro?	¿Quién es tu mejor amigo(a)?	¿Cómo es tu mejor amigo(a). Descríbelo?
¿A qué hora te duermes?	¿Prefieres jeans o Kakis?	¿Cuál es tu chicle favorito?	¿Mandas muchos mensajes de text?
¿Hay una mascota en tu familia?	¿Cuántos libros de texto tienes?	¿De qué color es tu bolígrafo?	¿Qué color es tu dormitorio?

Necessary Classroom Phrases

1. ¿Puedo ir al baño?	Can I go to the bathroom?
2. ¿Puedo tomar agua?	Can I get a drink of water?
3. ¿Puedo hablar en inglés?	Can I speak English?
4. ¿Cómo se dice . . . en español?	How do you say . . . in Spanish?
5. Más despacio por favor.	Slower please.
6. Yo comprendo.	I understand.
7. No comprendo.	I don't understand
8. ¿Cómo?	How was that? Huh?
9. Tengo una pregunta.	I have a question.
10. Repite por favor.	Repeat please
11. ¿Qué significa . . . en inglés?	What does . . . mean in English

Mixed Up Matching Tables. You and a partner need to match the Spanish phrase with its correct English meaning. The table below is mixed up. Your teacher will show you how to do this using numbers or letters.

Spanish Phrase	English Phrase
¿Puedo ir al baño?	I don't understand.
	Slower please
¿Puedo tomar agua?	I have a question.
¿Puedo hablar en inglés?	Repeat please.
¿Cómo se dice . . en español?	How do you say . . . in Spanish?
Más despacio por favor.	I understand.
Yo comprendo.	How was that? Huh?
No comprendo.	Can I go to the bathroom?
¿Cómo?	Can I speak English?
Tengo una pregunta.	Can I get a drink of water?
Repita por favor.	

SOME HIGH-FIVE PHRASES

Buena suerte.	Good luck.
Bien hecho.	Well done.
¡Chéquelo!	Check it out.
¡Qué Padre!	How cool. (only in Mexico)
¡Magnífico!	Magnificent!
¡Excelente!	Excellent!
¡Chévere!	Great!
¡Super!	Super!
¡Bravo!	Bravo!

Información Personal

Escribe un párrafo para describirte. Usa las preguntas siguientes como un modelo. Incluye todas las informaciones en las respuestas. Write a paragraph about yourself. Use the following questions as models.

¿Cómo eres tú?

¿De dónde eres?

¿Cuántos años tienes?

¿Dónde vives?

¿Cuál es tu dirección? ¿Cómo es tu casa?

¿Cuál es tu dirección electrónica?

¿Cuántas personas hay en tu familia?

¿Cuántos años tienen tus padres?

¿Qué te gusta llevar?

¿Quién es tu amigo(a)?

¿Cuándo vas a una práctica?

¿Cuántos discos compactos tienes tú?

¿A qué deportes juegas?

¿Qué te gusta hacer?

¿Qué te interesa?

¿Qué te aburre?

REPASO * REVIEW

Tu autobiografía

Yo

50 points

Due Date:

You will create a collage and a Spanish description about your favorite subject-- YOU!

Collage

Allow yourself to think out of the box for the collage; it may be **old-school magazine cut-outs pasted onto paper or it can be an electronic document, a power-point, or even a video.** Don't forget about **3-D possibilities** for a more multi-media approach: a diorama or a free standing arrangement of symbolic objects.

Spanish Content in Written and Spoken Form

You must answer the following questions about YOU in: **1. writing, and 2. speaking.** You may present the oral component *live or in a podcast.*

1. ¿Cómo te llamas?
2. ¿Dónde vives?
3. ¿De dónde eres?
4. Describe a tu familia.
5. Describe a tus amigos.
6. Qué prefieres estudiar?
7. ¿Cuáles son tus actividades? Deportes?
8. Preferencias: comida, música, tienda, películas, libros.
9. ¿Cuál es más importante en tu vida?

En el verano

10. ¿Adónde fuiste ¿Con quién?
11. ¿Qué hiciste?
12. ¿Qué fue tu experiencia favorita?

Cultural Projects

Choose one of the cultural projects listed in this packet and prepare it outside of class with the possibility of some class time given too. You will choose a different project each _____. You must choose your topic at the beginning of the _____ and sign a contract including the **due date and parental permission**. Follow all of the directions carefully and do your best work, as each project is worth_____.

Project Choices

1. TRAVEL BROCHURE

Individual project

Research a Hispanic country, and there are many other than **Spain or Mexico**. Type a bibliography with at least **2 sources** to turn in. Use your research to create a detailed travel guide/brochure. Include information about the weather/climate, historical sites, government, population, leisure activities, monetary system, food, holidays, etc. Try to convince your readers to visit this country. Be sure that your brochure has pictures. You may draw them yourself or find them on line, from magazines, or in travel agency brochures. *Create a colorful brochure promoting travel to this country.*

2. BIOGRAPHY RESEARCH AND PRESENTATION

Individual Project

See your teacher for a list of famous Hispanic figures (artists, sports figures, scientists, historical figures, etc.) Choose one as the topic of your research paper. Type a well-written 2-3-page report *in English* to turn in to your teacher (Double spaced, 1 inch margins, 12 pt. Font.) Attach a bibliography with at least **3 sources, only one of which may be an encyclopedia**. *Give an oral presentation* to the class in which you become the person you researched. Tell us about “your” life. (Costumes are a nice touch, but not necessary.)

3. SKIT OR PUPPET SHOW

Group project (max 4)

Prepare a skit or puppet show to perform for the class *en español*. Your teacher must approve your topic **in advance**. It should be approx. 10 minutes in length. You will be graded on *cultural content, good pronunciation/use of Spanish, creativity, props/costumes, and effort*.

•Prepare a written script for your performance. See your teacher to go over the accuracy of your script before memorizing your lines.

•Turn in a participation log, in which you document the contributions of each group member.

•Arrange a date for your performance with your teacher, and turn in the typewritten script at that time.

VIDEO

Group project (max 4) Prepare a **video en español**. It could be a **travelogue**, a **restaurant** scene, a **skit** in which there is some sort of cultural misunderstanding, a **Spanish music video**, a **commercial**, etc. *Your teacher must approve your topic in advance.* It should be approximately 3-5 minutes in length. You will be graded on cultural content, good pronunciation/use of Spanish, creativity, and effort. Prepare a written script for your video. See your teacher to go over the accuracy of your script before memorizing your lines and filming. Turn in the **video along with the typewritten script**. Your teacher will show it in class after she has previewed it. Turn in a **participation log**, in which you document the contributions of each group member.

5. POETRY RECITATION AND ILLUSTRATION

Individual

See your teacher or get approval for a Spanish poem. Your teacher must approve it before you begin. Memorize it and present it to the class. You will be graded on your *expression and pronunciation*. **Prepare illustrations** to go with each line of the poem. These may be used in your presentation, or you may compile them in book form.

6. INSTRUMENTAL PRESENTATION

Individual

Prepare *a musical piece to perform* for the class. **The composer must be from a Spanish speaking country**. If your musical instrument cannot easily be moved into our classroom (i.e. piano) please see your teacher about the possibility of making a tape. *Prepare a one page type-written report (double spaced, 1 inch margins, 12 pt. Font) about the composer to turn in to your teacher and to present to the class. Include a bibliography with 2 sources.* Your performance should be of a suitable length and well rehearsed.

7. VOCAL PRESENTATION

Individual

Prepare a **traditional song** to perform for the class. See your teacher or the Internet for some ideas and recording. *The song must be approved before you begin.* Type the words to the song, along with a translation, which you will prepare yourself. Give this to your teacher in advance so that he or she can make copies for the class. Your performance should be well rehearsed with correct pronunciation. It must be memorized. After you perform, you will teach the song to the class.

8. ART STUDY AND PRESENTATION

Individual

Choose a piece of artwork by an Hispanic artist (from another country) and make your own reproduction. It should be of suitable size and quality for display. Prepare a one page type-written report (double spaced, 1 inch margins, 12 pt. Font) about the artists to turn in to your teacher and to present orally to the class. Include a bibliography with 2 sources.

9. INTERVIEW

Individual

Interview someone you know (other than your teacher) who has lived in a Spanish-speaking country. *Turn in a typed list of at least 15 questions and a podcast, MP3, or DVD recording of the interview.* Put a lot of thought into the question so that you can learn something about the other culture. Type a narrative report summarizing what you learned from the person you interviewed. Briefly present it to the class

10. CURRENT EVENTS STUDY

Individual

Collect current event articles over the course of the quarter that has to do with the Spanish-speaking world. You may use newspapers, magazines, or the Internet. (See your teacher for good sites!) *Collect all of the articles in a folder, and type a summary/reaction to each article.* Group them by country of continent and organize them by date. **You should collect at least 5 different articles.** Present your project to the class. Discuss the highlights/trends/major events of the quarter. Prepare a map of the world and mark the places where “news is happening” in the Spanish-speaking world.

11. FOOD PREPARATION AND PRESENTATION

Individual

Prepare a food dish from a Spanish speaking country. See your teacher for recipes if you do not have any. Please note that you must prepare the food yourself- **you may not buy it.** *Prepare a brief written report to go along with the food. Include information about where this food is from, when it is eaten, how you prepared it, key ingredients EN ESPAÑOL, and the recipe itself.* Give this to your teacher in advance so that she can make copies for the class. *Please type!* Orally present your report to the class. **Serve the food.** You are responsible for bringing in all necessary eating utensils, napkins, etc.

12. MEAL PREPARATION FOR YOUR FAMILY

This project may be done individually or with a partner. Adult supervision in the kitchen is a recommended. **Plan a multi-course dinner from a Spanish speaking country.** See your teachers for recipes, cookbooks, or recommendations. Remember that there is much more to Hispanic cuisine than Tex-Mex and the American interpretation of Mexican food! Try some recipes from the Spanish-speaking Caribbean countries or from Spain. Take a photo of your family enjoying the dinner. Turn the photo in to your teacher. Ask each person who ate the dinner to write a short review of the meal with comments. Turn these reviews into your teacher.

13. **RESTAURANT REVIEW**

Individual project

You may go to the restaurant with another member of the class and/or family members. Choose a local restaurant that serves *Hispanic cuisine-Spanish, Mexican, Cuban, Ecuadorian, or Puerto Rican food*. There are many more types! Write a restaurant review. Include information about the atmosphere, price range, menu choices, etc. Did anyone speak Spanish? Did you order in Spanish? Describe your meal in detail, including what you thought of each dish. Describe what other people dining with you ate. Would you recommend this restaurant to a friend? Please type this review as if it were a newspaper or magazine article. If possible, include photos. *(The review should be one-page in length, double space, and 1-inch margins, 12 pt. Font.)*

14. **YOUR OWN IDEA!**

Did you think of another idea? Maybe a special talent your teacher doesn't know about? Perhaps there is a Spanish play or concert in town you would like to review, or you may know a guest- speaker who could come to our class. Would you like to teach or perform a dance? Write down your proposal and see your teacher for approval.

CULTURAL PROJECT CONTRACT

Name: _____

I have chosen project number _____ and I have read all of the directions carefully. I understand that all of the work for this project will be completed outside of class. The due date is: _____, but I may turn my project in as soon as it is ready. If a presentation to the class is involved, I will ask my teacher for a presentation day a least **one-week in advance**. I have spoken to my parents and they support my project choice. (i.e. use of kitchen, video equipment, etc.)

Certain projects require you to work with a group. If so, please write the name of the other group members below:

Your signature: _____

Parent signature: _____

Teacher signature: _____

Nombre:

Asking a Classmate to Borrow an Item at School Responding

¿Puedes prestarme _____?

Can you lend me _____? *informal*

Préstame _____

Lend me _____. *informal*

Gracias.

Thanks.

Agreeing to Lend an Item

No problema.

No problem.

Por supuesto.

Of course.

Con gusto.

With pleasure.

Declining to Lend an Item

Lo siento, pero no.

I'm sorry, but no.

No tengo ningún/ninguna.

I don't have any.

¡Nunca!

Never!

School Items to Lend

un lápiz

a pencil

un bolígrafo

a pen

una goma

an eraser

una hoja de papel

a sheet of paper

un diccionario

a dictionary

un sujetapapeles

a paper clip

una liga

a rubber band

una engrapadora

a stapler

efectivo - un dolar - cinco dólares,

some money - one dollar - five dollars, etc.

tu tarea (. . . NUNCA!)

your homework (. . . NEVER!)

Nombre:

A

Your partner will ask to borrow several items. If you see the item pictured below, say one of the following expressions:

- No problema.
- ¡Por supuesto!
- Con gusto.

If you do NOT see the item pictured below, say one of these expressions:

- Lo siento, pero no.
- No tengo ningún/a.
- ¡Nunca!



B

Ask your partner to lend you the items pictured below. Use one of these expressions:

- ¿Me puede prestar _____?
- Préstame _____.



If you receive an affirmative response, say:

- Gracias

If you receive a negative response, say:

- Gracias

When you are finished, trade papers with your partner and repeat the activity.

Nombre:

A

B

When you are finished, trade papers with your partner and repeat the activity.

Spanish 2 Unidad I * Familiares , Descripciones, Amigos, Mi Casa

Language Outcomes:

- Talk about people, routines and activities
- Express likes & dislikes
- Talk about chores
- Talk about plans and places

Essential Vocabulary

Los familiares
Activo
Alto
Gordo
Delgado/flaco
Atletico
Bajo
Bonito
Los dias de la semana
Rubio
Castano
Canoso
pelirrojo
Serio
Simpatico
Los quehacers
Los cuartos de la casa

Language Functions

Gustar

SER- to be
Estar
Hacer
Decir
poner
Llamarse
Tener
Levantarse
Lavarse
acostarse
Stem Changing Verbs in the present
Affirmative Commands

Assessment: Facebook Profile

Unidad 2.1 : Las Carreras

Language Outcomes

- Talk about professions
- Introductions
- Talk about more detail of my house
- More chores
- Complaints

Essential Vocabulary

El abogado
El profesor
El dentista
El medico
La enfermera
El contador
El banquero
El periodista
El escritor
El actor
La actriz
El bailarina
El artista
El cantante
El músico
El eléctrico
El plomero
El mecánico
El comerciante
El empresario
El programador
El policía
El bombero
La oficina
El banco
La compañía

Language Functions

Regular -AR, -ER, IR present tense verbs
Estar
Present Progressive
Object Pronouns- Direct First
Preterite

Unidad 2.2: Mi Casa y Mis Quehaceres

Vocabulary

Los muebles
Al alfombra
La bañera
La cómoda
El cuadro
La ducha
El estante
La estufa
El fregadero
El inodoro
La lampara
El lavabo
La lavadora
El lavaplatos
La mesita de noche
La pared
El piso
La secadora
El sillón
El techo
El televisor

Functions

SER vs. ESTAR
Prepositions
Deber + infinitive
Favor de + infinitive
Hay que + infinitive
Tener que + infinitive
Ir a + infinitive
Me toca
Preterite

Mini- Assessment: La Casa de tus Sueños- Draw, label, write descriptions, quehaceres, activities

Culminating Assessment-*Una Casa Española y Mi Casa: Una Comparación*

Nombre: _____

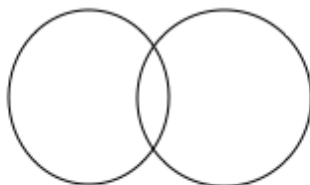
Comparando MI Vivienda y Una Casa Española

You will compare and contrast your dwelling with a Spanish House using a Venn Diagram. You will also write a short paragraph comparing and contrasting the living spaces in Spanish.

Pasos Para Completar/Steps

1. Draw or take a photo of your dwelling.
2. Find an image of a House FROM SPAIN on the Internet. Print this image.
3. Create a Venn Diagram.
4. Fill in the Venn Diagram in Spanish according to your teacher's directions.
5. Write a short Spanish paragraph describing the similarities and the differences of your dwelling with la casa española.

VENN DIAGRAM



LA RUBRICA PARA EVALUAR/ EVALUATION RUBRIC

Elementos Obligatorios	A	B	C	D
Las fotos/dibujos- Images of the houses- 10 pts.				
MI Casa - 15 pts. -4 sentence minimum -Clear, correct structure -Correct verb conjugations -All outside parts of the houses -Colors & Sizes				
La Casa Española - 15 pts. -4 sentence minimum -Clear, correct structure -Correct verb conjugations -All outside parts of the houses -Colors & Sizes				
El Diagrama de Venn - 5 pts. -Filled out in all areas -Filled out correctly				
Párrafo/Paragraph - 5 pts. -Clear, correct structure -Correct Verb Forms				