

OVERVIEW: Since your class is looking for a sister school in a Spanish-speaking country, you and your classmates want to find out what children from other parts of the world are like. You listen as your teacher reads short descriptions of students from Spain, practice having short conversations with your classmates to prepare you for a Skype call with your sister class, and prepare a short presentation to introduce yourself to classmates from your sister school.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age).

A. Read the following to your students: Select the picture or number that best represents the description you hear. (Retrieved on 12/17/12 from http://luviadecolores1.blogspot.com/p/blog-page_8106.html.) (Note to teacher: Prior to administering this assessment, review the pictures with the students to make sure that they know what the picture is depicting.)

1. "Tengo el pelo de color castaño, los ojos azules como el mar y estoy un poco regordete porque me gusta mucho jalar. Soy un poco vergonzoso y también tímido y muy juguetón. Soy **Íker**."

2. "Soy **Mario**, tengo seis años. Soy un niño con el pelo color castaño, ojos grandes y marrones. Soy un niño fuerte, estoy sano y mi mama dice que soy un hijo bueno"

3. "Me llamo **Álvaro**. Tengo seis años. Soy rubio y tengo los ojos verdes oscuros. Soy cariñoso y a veces tímido. No me peleo con mis amigos."

4. "Hola me llamo **Aitana**: tengo 6 años, soy rubia, tengo los ojos azules, soy delgada y alta. Mi mama dice que soy un poco nerviosa y despistada pero muy buena"

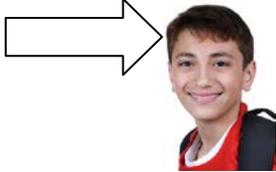
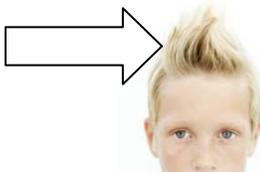
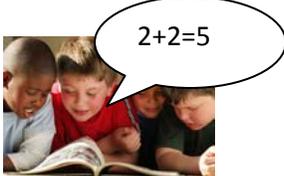
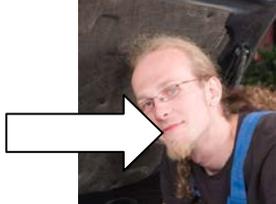
5. Soy un niño muy grande, muy simpático, soy muy listo y sobre todo muy bueno. **Luis Francisco**

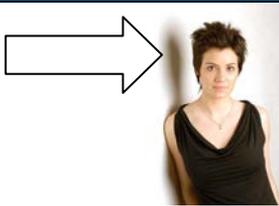
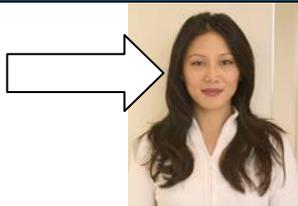
6. Me llamo **Hugo** mi pelo es marrón, mis ojos marrones y mi boca grande.

7. Me llamo Paula. Tengo 6 años. Mido 116,5 cm. y peso 17 Kg. Soy morena, tengo los ojos color marrón y el pelo largo. Mi color favorito es el rosa. Me gusta: leer, escuchar, música, el baile.

B. Read the following directions and description to your students: Draw a picture of Carla based on the description you hear.

Soy Carla. Tengo el pelo marrón, los ojos también, Mi nariz, boca y oreja son pequeñas. Soy alta y guapa.

1. Íker		
2 a. Mario	5 years old	6 years old
2 b. Mario		
3. Álvaro		
4 a. Aitana	5 years old	6 years old
4 b. Aitana		
4 c. Aitana		
5. Luis Francisco		
6. Hugo		

7. Paula		

INTERPERSONAL MODE:

SLO #2: Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.

SLO #3: Use appropriate greetings and leave taking from the target culture in a variety of scenarios.

SLO #4: Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).

Read to the student: Your class is going to meet students from a school in a Spanish-speaking country and your teacher wants to make sure that you are ready for the first meeting. Your teacher will take on the role of a student from the class. Find out his/her name, age, and birthday. Ask him/her a few questions about what he/she looks like and a few questions about his/her personality. Answer any questions that your teacher might have for you. Make sure that you use appropriate greeting and leave taking.

(Note to teacher: To assess whether your students are performing at the Novice-Mid level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.)

PRESENTATIONAL MODE:

SLO #5: Describe self and others.

SLO #6: Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation.

- A. Before having the opportunity to talk with children from the Spanish-speaking country using Skype, your teacher asks you to prepare a short clip in which you introduce yourself and a classmate. These video clips will be posted on your collaborative site so that the children from the Spanish-speaking country can get to know you prior to meeting you via Skype. Tell your name, your age, where you go to school and provide a brief description of yourself and one of your friends at school.

(Note to teacher: To assess whether your students are performing at the Novice-Mid level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate*.)

- B. You are surprised by how much you have in common with some of the students you ‘met’ when your teacher read the class short biographies. Create a multimedia presentation in which you introduce a few of those students to classmates from another x grade class in your school.**