

OVERVIEW: As you and your classmates continue to explore what children from other parts of the world are like you learn about what they like to do. 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 pastime activities and preferences related to these activities.

Read the following to your students: Listen as your teacher reads what students from Spain like to do. Select the picture or pictures that represent what each student likes to do. (Note to teacher: Remind students that there may be more than one correct answer and not all answers are represented in the pictures.)

(Retrieved on 12/17/12 from http://lluviadecolores1.blogspot.com/p/blog-page_8106.html)

“Me llamo Natalia. Soy una niña de 6 años. Tengo el pelo marrón. Yo soy alegre, me gusta compartir mis cosas. Me gusta ir al cine.”

“Me llamo Diego y tengo 6 años. Mido 118 centímetros y peso 20 kilos, así que estoy delgado. Mi color de pelo es castaño oscuro y mis ojos marrones. Mi piel es muy clarita. Soy alegre, elegante, buen jugador de fútbol, revoltoso y un poco tímido con las personas que no conozco. Me gusta leer, jugar al fútbol, al tenis, ver la tele y las videoconsolas.”

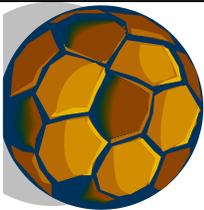
“Me llamo Sandra, tengo 6 años y mi pelo es rubio, mis ojos son marrones, mi estatura es 118 y estoy el primero de primaria. Me gusta la naturaleza, los animales y el mar y me gusta aprender cosas nuevas, por eso me gusta venir al cole.”

“Me llamo Jorge. Mido 123 centímetros y peso 23 kilos. Soy castaño y mis ojos son marrones. Soy delgado. Me gusta el fútbol, montar en bicicleta y me gusta el tenis. Me encanta la pizza y el queso provolone. Soy simpático y listo.”

“Hola, me llamo María del Mar, soy una persona muy alegre, simpática y abierta a los demás. Me gusta jugar con mis amigos y aprender cosas nuevas en la escuela con mi seño. Soy muy

familiar. Me encanta estar con mis padres y mi hermanito. Soy presumida y como todo el mundo a veces me enfado, pero no soy rencorosa. En fin soy muy feliz.”

“Me llamo Nerea. Soy morena y tengo los ojos verdes. Me gusta el balet e ir de compras con mamá.”

1. Natalia			
2. Diego			
3. Sandra			
4. Jorge			
5. María del Mar			
6. Nerea			

INTERPERSONAL MODE:

SLO #2: Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.

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 prepared to ask them about their pastime activities. Your teacher will take on the role of a student from the class. After finding out his/her name and age ask him/her a few questions about what he/she likes to do. 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 #3: List culturally specific and personal pastime activities.

Create a Venn diagram in which you include at least three pastime activities in each category:

1. Activities I like to do
2. Activities that are more popular in Spanish-speaking countries
3. Activities that we like here and in Spanish-speaking countries

(Note to teacher: Provide the students with pictures or allow students to draw pictures and have them place them in the proper section of the Venn diagram. Students then present their Venn diagram orally or post them on a collaborative site.)

SLO #4: Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimedia-rich presentation.

Create a multimedia presentation for your Spanish class in which you introduce a few of the students from Spain that you have heard about from videos or readings that your teacher shared with you.

(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*.)