



Theses and Dissertations

2015-06-01

A Unit on the Family and Traditions: For Middle School Spanish Classes

Rebecca A. Proper
Brigham Young University - Provo

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>



Part of the [Spanish and Portuguese Language and Literature Commons](#)

BYU ScholarsArchive Citation

Proper, Rebecca A., "A Unit on the Family and Traditions: For Middle School Spanish Classes" (2015).
Theses and Dissertations. 5563.
<https://scholarsarchive.byu.edu/etd/5563>

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

A Unit on the Family and Traditions:
For Middle School Spanish Classes

Rebecca A. Proper

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Blair Bateman, Chair
Cherice Montgomery
Rob Martinsen

Department of Spanish and Portuguese

Brigham Young University

June 2015

Copyright © 2015 Rebecca A. Proper

All Rights Reserved

ABSTRACT

A Unit on the Family and Traditions:
For Middle School Spanish Classes

Rebecca A. Proper
Department of Spanish and Portuguese, BYU
Master of Arts

This thesis for a Master of Arts in Spanish Pedagogy consists of a four-week, ten-lesson unit on culture in the family. This unit is designed for a middle school Spanish I class and is intended to supplement Chapter 5 in the *Realidades* textbook in the cultural aspect of learning a foreign language. The intention is to engage students to consider cultural perspectives, or the “why” cultures do what they do. The lesson plans from the unit are based on backward design and are structured around essential questions including, “What constitutes an ideal family?” An emphasis is placed on cultural perspectives of individual families while incorporating the five C’s of the *World-Readiness Standards for Learning Languages*. An analysis of student learning and outcomes are provided in the final chapter. Supplementary lesson plans and evidentiary student work, photos and videos are included as appendices.

Keywords: backward design, essential questions, culture-based lesson plans, foreign language teaching, Spanish, family, traditions, *quinceañera*

ACKNOWLEDGEMENTS

I am indebted to Professor Blair Bateman for his patience, dedication, intelligence and tireless hours spent reviewing and rereading multiple drafts of my lengthy literary reviews and other documents. I express gratitude and appreciation to Professor Cherice Montgomery for her astounding knowledge and talent. She is a unique “out of the box” thinker. Her techniques and knowledge continue to keep up with the technological advances of the 21st Century. I express a very sincere appreciation to Professor Rob Martinsen for his never-ending patience and humor through the often tearful process of growth that comes with a Master’s program.

Thank you to Dr. Pratt who was never my formal teacher, but inspired me with his push for graduate excellence and hope. I would like to thank all of the professors in the Department of Spanish & Portuguese. I have learned much more than educational knowledge from these men and women. When I walk down the halls of the 3rd floor of the JFSB I feel at home. To the secretaries in the department office, especially Jasmine Talbot Lowe, thank you for answering endless questions time and time again with patience and competence.

I would like to thank my parents, family and friends who told me that I could do hard things. They were there to share positive uplifting words and ideas at the hardest of times. A very special thank you to M. Susy Bird for her example, friendship and motivation throughout the entire master’s process.

Lastly, an exceptionally special *Gracias* to Dr. Nieves Knapp and Super Profe Alan Meredith to whom I owe so much appreciation for enlightening me to the beauty and depth of not only the Spanish language, but the culture. Without these two, I would never have joined this program nor would I have been able to work so closely with such talented, kind and patient minds, which are found on that very special third floor on Brigham Young University’s campus.

Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	vii
List of Figures.....	viii
Chapter 1.....	1
Introduction.....	1
Chapter 2.....	7
A Review of Literature.....	7
Backward Design.....	8
Essential Questions.....	9
Theme-Based Instruction.....	12
Culture in the World-Readiness Standards for Learning Languages.....	13
Chapter 3.....	18
Project Design and Methods.....	18
Contextual Factors.....	18
Community and School Dynamic.....	18
Characteristics of Classroom and Students.....	19
Instructional Implications.....	21
Procedures for Developing Project Materials.....	22
Chapter 4.....	35
Results.....	35
Personal Reflections & Discussion.....	57
References.....	62

Appendix A.....	64
Lesson Plans.....	64
Lesson 1: Tradiciones de mi familia y del mundo	65
Lesson 2: La Quinceañera: ¿Qué es y por qué la celebran?.....	69
Lesson 3: Quinceañera Dance Practice	75
Lesson 4: ¿Quiénes son los miembros de la familia?	78
Lesson 5: Los gustos de la familia	87
Lesson 6: ¿Cómo es mi familia?	90
Lesson 7: La mejor familia del mundo	95
Lesson 8: Work on Family Project	103
Lesson 9: Rough Draft Work Day	107
Lesson 10: La Familia: Project Presentations	110
Appendix B.....	113
Samples of Student Assessments	113
Lesson 1: Tradiciones de mi familia y del mundo	113
Lesson 2: La Quinceañera: ¿Qué es y por qué la celebran?.....	114
Lesson 4: ¿Quiénes son los miembros de la familia?	115
Lesson 6: ¿Cómo es mi familia?	116
Lesson 8: Work on Family Project	117
Lesson 9: Rough Draft Work Day	119
Lesson 10: La Familia: Project Presentations	121
Appendix C.....	123
Evidentiary Pictures and Videos of Lessons.....	123
Lesson 1: Tradiciones de mi familia y del mundo	123
Lesson 3: La Quinceañera Dance Practice.....	125

Lesson 4: ¿Quiénes son los miembros de la familia?	127
Lesson 10: La Familia: Project Presentations	129

LIST OF TABLES

Table 3.1 Learning Objectives and Assessments.....	24
Table 3.2 Standards for Foreign Language Learning Addressed by the Unit.....	27
Table 3.3 Outline of Lesson in Unit Lessons 1-5.....	28
Table 3.4 Outline of Lesson in Unit Lessons 6-10.....	30

LIST OF FIGURES

Figure 2.1 World-Readiness Standards for Learning Languages.....	14
Figure 4.1 Results of Worksheet on Quinceañera Tradition.....	37
Figure 4.2 Results of Quinceañera Dance.....	40
Figure 4.3 Results of Dessert from Spanish Speaking Country.....	41
Figure 4.4 Results of Family Pedigree using the verbs <i>gustar, ser, tener</i>	47
Figure 4.5 Results of Rough Draft Family Project.....	53
Figure 4.6 Results of Final Family Presentation.....	55

Chapter 1

Introduction

As I have visited various countries around the world, including Uruguay, Brazil, Greece, Mexico, Spain, Portugal, The Bahamas, Anguilla, St. Marten, France, Aruba, Monte Carlo and Italy, there have been many aspects of these cultures that are different from what I am used to in the United States. I remember the first day I was in Uruguay in 2001. I was experiencing what some might call culture shock. Merriam-Webster (2014) defines this as a feeling of confusion, doubt, or nervousness caused by being in a place (such as a foreign country) that is very different from what someone is used to. I had had a general introduction to and explanation about what the Uruguayan culture would be like; however, I was not prepared for what I experienced. Merriam-Webster further describes culture shock as “a sense of confusion and uncertainty, sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation (“Culture shock,” 2014).”

It was there in a supermarket that I realized that I had not been prepared for the differences I was facing. I stood there, in a supermarket aisle, with strange foods, prices and language I could not understand, surrounding me. At that moment of culture shock, tears came to my eyes, and I just wanted to eat a peanut butter and jelly sandwich-- something familiar to me. To my dismay, they did not have peanut butter in Uruguay and the closest thing they had to jelly was something called *mermelada*. My only hope was for “regular” bread, on which to make my non-creatable peanut butter and jelly sandwich. Apart from this, I also wanted to know how much I was going to be spending to buy this food, but due to the exchange rate I was once again in a tailspin. As I looked around the market, more tears of frustration came to my eyes. I was starving and feeling very much alone. Luckily, I had a friend standing next to me telling me that I would get used to it. My American friend had been in the country for a little over sixteen

months and somehow she was not uncomfortable at all. There had to be a reason that she, another American, could be so comfortable in such a foreign land. I wanted to be as comfortable as she was, but in that moment, I wanted nothing more than to fill my empty stomach with a comforting peanut butter and jelly sandwich and return promptly to America.

Apparently, Merriam-Webster was correct, indicating that I was feeling anxious with my lack of experience in an alien culture. Now, as a teacher, I realize that understanding differences in culture is an enlightening key to helping students, not only to have a desire to continue taking foreign language classes, but also to acquire a different perspective as to *why* different cultures *do* what they do and possibly want to take part in the country by visiting it. Parts of culture shock may be avoided if teachers could and would teach more about culture in their daily curriculum.

Hadley (2001) expounds on the idea that teachers are able to engage students in higher levels of learning by teaching culture through communicative tasks. She tells us:

For many years foreign language educators have been emphasizing the need to incorporate a cultural syllabus into the curriculum and to promote global awareness and cross-culture understanding. When language acquisition activities are based on authentic cultural material or embedded in a cultural context, we can begin to attain this important goal...The Standards for Foreign Language Learning (1996) illustrate how the teaching of culture can be achieved while students engaged in communicative tasks (p.105).

When teachers educate students about different cultures in a foreign language classroom, generally students react with words like, “That is weird,” or “That is mean,” or “Why do they do that?” I like to ask questions like, “Why do you think they do that?” “Why are their houses built so close together?” “Why do they sell different items in a specific place like fruit at a fruit stand and bread at a bread store?” or “How can they just sell you half a watermelon? Have you ever

bought half a watermelon?” These questions are meant to get students to think about something more than just surface answers that are easy to obtain. Students have to think twice before they judge a situation as “weird,” “dumb” or “unfair.” Through asking the right questions, students are much more readily able to truly understand why different cultures do what they do and the defining means that got them there. These questions are called “essential questions” (Wiggins and McTighe, 2005, p. 105). Essential questions help students dig deeper and reach for more understanding. They help students achieve an even greater desire to want to understand why certain things are the way they are. Through essential questions, students are able to learn more about culture and in so doing, they will ultimately and hopefully delve deeper into higher level language skills.

My thesis project will help students learn and teachers teach in the way that is most appropriate and effective for them. Because most textbooks currently provide grammatical and mini-cultural activities *Realidades* (2005) as only supplemental curricular suggestions. The grammar and vocabulary is achievable to learn, but possibly not as long lasting as it could be, if students were expected to learn the language while they learned to think more deeply and ask more questions to themselves and their peers. An understanding of cultural perspectives – that is, of why people in various cultures do things -- might create a segue into better learning that fosters lifelong learning. Winkelman (1994) suggests that, “...helping students manage their cultural shock experiences is fundamental to their success” (p.121).

As a teacher myself, I can attest to the unfortunate occurrence that generally, teachers do not have the time or the diverse background knowledge of multiple cultures to be able to incorporate valuable cultural activities to enhance their students’ learning and engagement as much as they might desire. This project is intended to be a stepping stone to help teachers see

that there is a better way to create unit plans, rather than just follow a textbook's outline or create it as they go (which is what we find ourselves doing quite often). This unit on the family is based on the textbook *Realidades* because that is the approved curriculum for my school's Spanish program. However, I have chosen to enhance what the textbook offers with lesson plans based on backward design, with an emphasis on essential questions. These questions as well as follow-up supplementary questions, will hopefully encourage students to think more deeply about cultural perspectives on the theme of family, including their own family. One of the essential questions used in this unit is, "What is the ideal family?" The text *La mejor familia del mundo* that is used in this unit points out that children often dream about exceptional characteristics that their family could have, but eventually, the main character realizes that the family she has is perfect for her. The reason that this question is used is because talking about the family can be a very sensitive topic. Students may not initially be able to identify qualities about their family that are ideal, however, the objective is to discuss the family in terms of differences and similarities. Through this the students might be able to point out unique characteristics of their family that makes their family perfect and special to them.

In traditional classrooms, students are possibly able to communicate because they have learned grammar and syntax; however, if they do not learn the culture of a country or region, it may be quite frightening, shocking and even disastrous for them when and if they travel to a foreign country or even associate with natives in their own country. "Multicultural, and international relations create cultural shock from both immigrant and resident groups... Cultural shock is a multifaceted experience resulting from numerous Stressors occurring in contact with a different culture" (Winkelman, 1994, p. 121). President George W. Bush gave an invitation to

teachers to teach more globally so that students are leaders and better educated. He pled with teachers, saying:

America's leadership and national security rest on our commitment to educate and prepare our youth for active engagement in the international community. I call on schools, teachers, students, parents, and community leaders to promote understanding of our nations and cultures by encouraging our young people to participate in activities that increase their knowledge of and appreciation for global issues, languages, history, geography, literature, and the arts of other countries (Committee for Economic Development, 2006).

President Bush expressed the same sentiments that I feel. I believe that students need to learn about culture in foreign language classrooms in order to help them (1) have a desire to continue to learn the language; (2) understand why there are differences in cultures and learn that "different" does not mean, "bad"; (3) ignite a desire for students to travel to a foreign country someday. And in turn, instead of regretting the decision to go because of all the differences, perhaps if they were taught in their classes about the different perspectives and the *whys* of different cultures, they will be able to enjoy their experience more fully and possibly be motivated to take more foreign language classes during their educational years and continue to use their language throughout their lives as they continue to travel.

The formal classroom is a place of education; however, the level of education and learning that takes place there is always in question. Paige et al. (1999) discuss the lack of classroom research on culture learning:

Unfortunately, there is a remarkable scarcity of empirical or descriptive studies dealing with the real world of the classroom...less than 7% of the combined quantitative and

qualitative research articles published in two major linguistic journals dealt with measures of classroom learning (p.16).

Part of the reason I would like to do a thesis project in my own classroom is due to the fact that, not only do teachers lack the time, energy and often, the skills to create their cultural lesson plans, it is generally easier to default to the already provided and scant cultural activities from the textbook. That is a possible reason that I and other teachers tend to fall back into old habits. It is difficult to start from scratch when the school year is going full speed ahead and the resources available, though at our fingertips, are still not formatted specifically for quick use. It takes a lot of work to create cohesive lesson plans that are also effective and thorough. That is possibly the reason that teachers, though they dream about being “outside of the box thinkers,” generally fall back into regularly-learned patterns of teaching.

The review of literature in the following chapter summarizes the need for this type of project in a day and age where, thanks to technology and other innovative skills, other cultures are at our fingertips.

Chapter 2

A Review of Literature

The purpose of my thesis project is to design a thematic unit based on the following four criteria: (1) backward design; (2) essential questions; (3) thematic units; and (4) the 5 C's of the World-Readiness Standards. This chapter will review published literature on each of these topics.

While there are a lot of ways that language is being taught, especially at the novice level, there are even less ways that it is being taught around an organized, central thematic question or questions. Despite the fact that while learning a language, students often touch on systematic vocabulary and grammar at a beginning level by learning colors, numbers, days of the week, weather, simple verb conjugations and other day-to-day useful words, they rarely delve into the deeper parts of understanding a language. These parts include not only grammar and vocabulary, but also include values, beliefs, art, music, literature and everyday real-life culture found in America and other foreign countries. These cultural aspects are also critical components of developing proficiency in a language because one cannot learn language without learning the culture behind the language. Language and culture go hand in hand. One might learn Japanese, but if one does not learn the customs and traditions of Japan, gross errors can be made in the interaction with the culture, even if the language spoken is done so perfectly.

Textbooks are often structured around topics such as clothing, hobbies, classroom objects and the study of the family. While there are a lot of interesting side notes about culture, art, music, famous people and geography in the textbooks, often times the information is not clearly organized and user friendly. Instructors must conduct additional research to be able to teach a cultural concept in-depth. This is often difficult for teachers who may not have had the privilege to travel and experience culture first hand, or for teachers who may not have time to research the

particular cultural norms of specific countries. A study by Young (1999) showed that teachers with limited knowledge about different cultures felt inadequate to teach it in the classroom, and therefore focused on other aspects of language.

Backward Design

Backward design calls for teachers to operationalize goals or standards in terms of assessment evidence as they begin planning the unit or course. Backward design looks at what the students will be able to do as an end result of their daily tasks in the course or unit. Another way to look at backward design is a purposeful task analysis. Teachers assess the task to be given as a means of arriving at their desired outcome.

In contrast to forward design or central design, backward design recommends starting with three steps:

1. Identify desired results
2. Determine acceptable evidence of learning
3. Plan learning experiences and instruction

Through this type of planning, the process begins with the end in mind (Richards, 2013).

According to the Center for Advanced Research on Language Acquisition (2013), when educators create a unit following backward design, they start by developing seven essential parts of their plan. Teachers use the foreign language standards as an essential guide for performance levels hoped to be achieved. Secondly, they use a guiding question. This question probes and guides their entire lesson's purpose. Next, learning goals and objectives are put into place, giving meaning to the content and providing a reason for teaching this subject matter in the first place. Fourthly, performance assessments are identified. These assessments, which involve the three modes of communication -- interpersonal, interpretive and presentational -- give application to

learning in real-life situations. Next, teachers look at how to incorporate the structure and functions of grammar and vocabulary into the unit plan. Sixth, teachers identify authentic resources that will help students use grammar and vocabulary in performing the key learning activities. Lastly, the instructors evaluate the students through formative assessments throughout the unit, as well as with a summative assessment or project at the conclusion of the unit.

Essential Questions

The point of an essential question is to help students come to an understanding of an essential idea. Essential questions guide students to dig deeper and think deeper than they otherwise would with just surface level learning. What is the purpose of learning if not to come to a relevant end result? Wiggins and McTighe (2005) affirm that “if the goal is to help students make good sense and use of what they learn, then the design (and resultant teaching) must explicitly focus on the big ideas that connect and bring meaning to all the discrete facts” (p. 105). The purpose of teaching is clearly defined as helping students find meaning in something they are studying. If they “learn” but never come to an outcome or a big idea, then did they actually learn anything? Some might argue that the effort yields its own reward; however, planning curriculum around essential questions can help ensure more worthwhile outcomes.

When guiding students with essential questions, it is more likely that they will think in broader perspectives. Essential questions may help students chisel down to the point of the lesson for which they began. Writing an excellent essential question is a defining characteristic of backward design. Essential questions help students and teachers stay focused on the end goal. According to Wiggins and McTighe (2005), “an essential question is not answerable with finality in a brief sentence – and that’s the point” (p. 106). The point of an essential question is to provoke thoughtfulness in students and to help them look beyond the “pat answers” (p. 106).

Essential questions drive conversation and other thought-provoking questions that lead to open-ended possible answers that have no right or wrong. When an essential question is presented, students are not provided with the quick and easy answers to understanding, but have to dig for truth and find a buried treasure. In this process, they will remember the experience longer and understand more deeply what they have searched for in their pursuit of an excellent educational experience. Students will go beyond the meager “everyday” answers and dig deeper into their thoughts, as teachers put first and foremost in the curriculum the answering of the essential question. Activities surround the essential question, instead of the essential question being an afterthought.

Essential questions are those that drive people to want to talk about the answer, whether they have to or not. Montgomery (2014) identified that it is important to select a meaningful topic that motivates students to want to communicate. A few examples of things that teenage students might want to talk about are: music, movies, friends, electronics, technology, television shows and things that pertain to them. Without much probing, students will engage in conversation. When students have an opinion on the subject, they are more likely to share their thoughts without too much coaxing from the teacher.

In an article about essential questions, Wilhelm (2012) affirmed that essential questions changed his classroom for the better:

In my 31st year of teaching, I can honestly say that all of my classes are turbocharged with energy. It wasn't always this way. When I started out, like many teachers, I struggled to engage my students. The difference is I now use essential questions that set the class off on an inquiry. Rather than consuming information that I distribute and then repeating it on a test, students carry out their own investigations and construct their own

understandings—through traditional kinds of writing as well as through other forms that express what they've learned and want to communicate. They make plays, public service announcements, movies, museum exhibits, and much more (pp. 24-25).

The phrasing of the essential question guides the kind of learning activity and summative project the students will engage in. For example, Wilhelm continues:

You can proceed from the kind of composing you want students to do. For example, if you want your class to write descriptions, use an essential question like "What is a good school?" To foster thinking about processes, the question could be rephrased as "How can we make the best possible school?" For comparing and contrasting: *What is the difference between a good and a not-so-good school?* The phrasing of the essential question organically informs the kinds of learning activities and culminating projects students will undertake to answer it (pp. 24-25).

At the beginning of the process, students are inquiring about a basic question that can eventually lead them to a completely different place than where they began. This is the whole point of essential questions; they get people thinking outside of the box and thinking about how real world/life issues affect themselves and others. The end results can be astounding. As mentioned by both Wilhelm and Montgomery, the various projects are endless. Students can create alphabet books, video projects, posters, role-playing, models, commercials, audio-posters, brochures, comics, stories, timelines, documentaries, or games. This not only engages students, but gives variety to the class and students' opportunity to express what they have learned in a valuable and valid way. Theme based instruction is one approach to lesson planning that leverages essential questions to engage students in this kind of meaningful inquiry.

Theme-Based Instruction

Theme-based instruction is a form of instructional design in which the class is based around a theme or topic. The grammar and linguistic part of the class falls under the “umbrella” of the theme and thus, is incorporated through talking about the theme. Theme-based classes are very versatile and can be implemented within virtually any existing institutional setting. Topics can be selected to match students’ interests. Theme-based curriculum has been widely implemented in elementary schools as well as at the college or university level (Brinton, 2003).

Eskey (1997), opinions that theme-based instruction adds a missing dimension to traditional approaches to language syllabus design and gives learners an interesting subject to learn or speak about. Since speaking is the main reason for taking language classes, it helps if the theme is interesting enough for students to want to respond verbally.

Stoller and Grabe (1997) formed the first systematic framework for theme-based instruction. Their structure says that each part of the theme-based unit should incorporate different elements. These areas include: themes (these can cross over curricula or subjects within the classroom or various subjects in the school); texts (resources used such as the textbook, authentic materials, field trips, guest speakers, lectures, video, audio clips, maps); threads (a way to link themes from the specific class to a school-wide endeavor like the theme of “responsibility,” which can cover responsibility on campus, in the classroom or the community); tasks (the everyday activities that students need to do, such as order at a restaurant, participate in small group discussions, or share an opinion); and transitions (going from a large worldview to a personal/individual view, such as relating global perspectives to one’s own home).

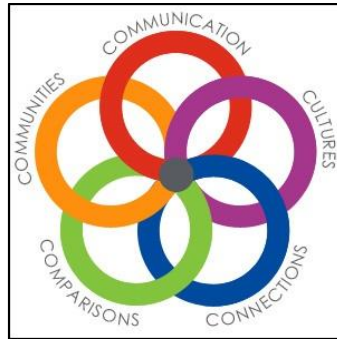
Many foreign language textbooks are structured around theme-based chapters. They may not follow the six T’s of Stoller and Grabe, but many try to correlate with a generic theme to

provide a context for the teaching of vocabulary and grammar. For instance, Chapter 5 in the textbook *Realidades* focuses on the family. Other topics or categories such as food, classes, classroom objects, personality characteristics, favorite pastimes, locations, and shopping can be found in the *Realidades* textbook. To add a touch of culture, the textbook talks about a different country in each chapter. These lessons are very well organized, but do not add depth to the content taught in the chapters. They are primarily lists of vocabulary words, fill-in-the-blank exercises and different exercises to help students practice grammar. The supplementary materials such as worksheets and videos are the opposite of authentic and often talk down to the students. When a video is played in class the kids usually laugh and make fun of it. The videos often feature native speakers, but the dialog is so unrealistic that it is hard to understand what is going on in the scenario. In a survey of Portuguese instructors by Bateman (2014), a quote from one teacher echoes what I have seen in my classroom: “Some exercises . . . are not that useful and are perceived as being silly by the students. I would like to see a book with activities that truly promote conversation and interaction in the classroom” (p. 18). The activities and exercises in textbooks should relate to the World-Readiness Standards for Learning Languages as well as the 5 C’s of the *Standards* in order to be effective for learning culture and language in the classroom.

Culture in the World-Readiness Standards for Learning Languages

As previously mentioned, the first step in creating backward designed instruction is implementing the World-Readiness Standards for Learning Languages (Figure 1). The 5 C’s of the *Standards* should be a constant point of reference when planning assessment units.

Figure 2.1. World-Readiness Standards for Learning Languages



The 5 C's include: communities, communication, cultures, connections and comparisons. Bateman (2014) observes that “although the ‘five C’s’ of the Standards for Foreign Language Learning have had a considerable influence on the foreign language teaching profession since their release in 1996, the extent to which the *Standards* have been addressed by textbooks is questionable” (p. 2). Bateman implies that though textbooks contain grammar, vocabulary and other types of information, that they are possibly not implementing and connecting to culture, communities, communication and making comparisons and connections in the ideal way that foreign language classrooms should. Bateman continues, “Because textbooks are usually the driving force behind course curricula and classroom activities . . . books that explicitly target the *Standards* can facilitate the development of the skills outlined therein” (p. 4).

The first goal area of the *Standards* is Communication. The goals for communication state that students should be able to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. The three modes of communication include interpersonal communication, interpretive communication, and presentational communication. In *interpersonal communication*, students learn to interact and negotiate meaning in spoken, signed or written conversation to share information, reactions, feelings and opinions. In *interpretive communication*, learners should be able to understand,

interpret and analyze what is heard, read or viewed on a variety of topics. Finally, in *presentational communication*, learners should be able to present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using media and adapting to various audiences of listeners, readers or viewers. To be able to communicate is one of the main reasons that people learn a foreign language. If communication is not learned and useable, there would be no point to learning the language.

The second goal area of the *Standards* is Cultures. The Cultures goal area subdivides the concept of culture into three components; cultural practices, products and perspectives. The Cultures goal area states that students will be able to interact with cultural competence and understanding. They will also be able to “use the language to investigate, explain and reflect on the relationship between products and perspectives of the studied culture.” Students should also be able to “relate cultural products to perspectives by using the language to investigate, explain and reflect on the relationships between products and perspectives of the studied culture.” As students learn about the culture of the language studied, they are more likely to have a positive experience with the language as well as interaction with the people who natively speak the language.

The third C in the language standards stands for Connections. Connecting the students not only means to connect them to another culture, but it could also mean connecting them to each other in their classroom, as well as to create a cross-curricular connection to other subjects in school. “Students should build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking skills and learn to solve problems creatively.” Making connections to other curriculums gives learning more depth and purpose.

Students may experience an even greater understanding of the language as they make connections to other content areas, their classmates and cultures studied.

Making Comparisons, the fourth component of the five C's, expects students to develop insight into the nature of language and culture in order to interact with cultural competence. Learners use the language to help them “investigate, explain, and reflect on the nature of language through comparisons of their own language and the language studied.” Not only do they study language comparisons, they are to make cultural comparisons with their own culture as well as the cultures studied. This can be beneficial to students as they compare and contrast different aspects of language, culture and routine. When a student has cultural competence, the language experience may have a more positive and life-long effect.

The fifth and final C is Communities. “Students should be able to communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.” There are two aspects of communities within the *World-Readiness Standards*. Learners are to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. In Spanish Fork, Utah there is a cultural celebration that welcomes in the spring. This celebration is a religious holiday for the Hare Krishna people and includes throwing colored chalk, a petting zoo, chanting and a few other culturally ethnic events. Due to the growing popularity of this event, many people who are not of the Hindu faith participate in this event. When attending this traditional event, there are cultural norms that are expected to be followed so as not to offend or demean differing cultural traditions. Understanding the cultural aspect of “communities” may help to thwart any cultural misunderstandings that might exist between different communities and their perspectives as to why they do what they do, thus helping students and “non-natives” to be respectful of certain

traditions and customs When students understand the communities with which they are participating in, their minds may be more open to accept different practices, products and perspectives presented to them such as the running of the bulls in Spain, that might initially seem inhumane to American students who are not accustomed to such cultural events.

As can be seen from the many sources cited, there is still a need for culture teaching in the classroom at a higher level than it is currently being taught. Teachers need resources, but also time and the means to create accurate, useful and effective lesson plans that will engage student learning in the foreign language classroom.

Chapter 3

Project Design and Methods

Contextual Factors

There are a few contextual factors and distinct characteristics of Lakeview Academy that make it stand out. The individual characteristics of my students, parents and administration will help this unit come together more easily and effectively than it might at other, more mainstream schools. However, even though the dynamic of the charter school where I teach is quite different than other district schools, this unit plan is created to be adapted by any other school or Spanish language classroom.

Community and School Dynamic

Saratoga Springs, Utah is a rapidly growing community. Lakeview Academy Charter School was originally the first school in its Saratoga area. It was built in 2006. One of the characteristics that make Lakeview Academy unique is the very fact that it is a charter school. The school has grades Kindergarten through 9th. There is a director, an assistant director, and two educational coordinators who help guide the teachers in forming goals and other advisement, related to the classroom.

Parental support and involvement, along with financial support from the administration greatly enriches enhancement activities. Enrichment activities are activities that enhance curriculum, either in or outside of the classroom. They can be activities like science fair, field trips, student performances and presentations. Generally speaking, these enhancement activities are any activity that extends learning beyond the traditional curricula. All students in the middle school have school-issued iPads and use them regularly in the classroom. The fact that every

student has an iPad makes creating digital presentations a reality, while students in public schools may not have the same benefit.

Enhancement of the curriculum is an important part of Lakeview's Charter. Teachers are expected to make the lessons come alive with hands-on activities and events called "Show what you know" outside of the classroom. These programs are demonstrations of things learned in class. Parents are usually invited to join and observe what their children have experienced and absorbed.

Characteristics of Classroom and Students

I have been teaching at Lakeview Academy since it opened its doors to students in August of 2006. When I first began teaching 9 years ago, I taught Spanish I in the middle school; grades 7-9 to all students. Since then teaching Spanish has become a very small part of the curriculum, and now I teach many other subjects due to changes in the charter's focus. Because my class load in Spanish has decreased, I have had the opportunity to teach Physical Education, Communications, Peer Tutor, Photography, Student Government, Yearbook, and Health as well as Spanish I, II and III. I currently teach Spanish I and II, Health 7 and 9, Yearbook and Student Government. It can be challenging to teach so many different classes, but as the years have progressed and my experience has grown, I have become fairly adept at juggling the challenges the different subjects bring.

Class sizes at Lakeview Academy are unusual because they are limited to no more than 25 students per class. Lakeview Academy focuses on art, technology and science as their main emphases. One of the challenges for me as a Spanish teacher is that Spanish is a non-required elective. Students often want to take Spanish, but there is not room in their schedule because they have to take a required "arts" elective.

Due to the fact that I teach so many different classes, and there is often only one of each elective class period available during each day, a student's schedule might be open for one period to take a Spanish class; however, I might be teaching Health or Student Government that period, so the student is not able to take Spanish even though he/she would like to. It is very difficult and often nearly impossible to organize and arrange the schedule so that I have a full schedule with full classes, while providing optimal opportunities for students to take the electives they want to.

One of the unusual aspects of teaching at a school where class sizes are small is that sometimes I may find myself teaching only 12 students, which can dwindle down to four if some drop the non-required elective. A positive note to teaching only a few students at a time is the more individual time I have to devote to each of them.

Because I teach so many subjects, I am able to interact with a lot of parents as well as students multiple times a day. For example, I may have a student in 1st period for Health 7 and then have the same student in 5th period for Spanish I. I enjoy getting to know the students on such a personal level and in different subjects. I believe it helps build the rapport between us, and encourages them to perform at higher levels as expected in the classroom.

My classroom is a standard classroom that was built as an addition in the new extension of the school in 2013. It has the latest technology, including a Smartboard and a projector. As previously mentioned, all students have their own iPads and I have an iPad and a laptop. On top of that, we have if needed access to a classroom set of laptops. Most of my students are very capable of using iPads and electronics, but often use them for games more often than for educational purposes. Part of the objective I have in this project is to use technology in the

classroom, thus fulfilling the charter and give students the responsibility to use their technology to further bolster their education.

The majority of my students come from middle class Caucasian families. A few students hear Spanish in the home, but still do not speak it very well. Some of my students have I.E.P.s (Individual Educational Plans) and need accommodations. I accommodate in various ways by placing them with a higher level student that can help them understand what is going on, or I do hands-on activities that can be more easily understood.

Instructional Implications

One of the important details in my classroom is the goal to be consistent. I try to create the classroom paradigm that students know what to expect from me as a teacher and to know what my expectations of them are. My level of expectations is high, and I am a strict teacher. I believe this allows for greater and deeper learning. Students know, or soon find out, that taking a class with me may be difficult, but is usually rewarding.

One of the most important things I have done in my Spanish classes is to implement weekly listening logs. Students listen to and watch an authentic video which is intended for Spanish speakers three times on their own each week for homework. Since putting this activity in place, I have seen greater listening comprehension in my students, as well as better verbal output. These are two of the big things that they have gained from weekly listening logs. During the fourth quarter, I have my students exchange weekly emails with native speakers of Spanish. This has helped students be able to read and write more proficiently. Due to the higher level of proficiency in verbal communication and comprehension the unit I developed was easier to present and successfully implement in the classroom.

Procedures for Developing Project Materials

Due to the focus of Lakeview Academy, the student, parent and administrative involvement, the availability of technology and the expectation to enhance curriculum, I created this thematic unit with the outcomes to be a presentation to the parents and the final project to involve technology. This thematic unit not only used the approved Spanish textbook *Realidades*, but also the extensions that I will created through planning and studying with Dr. Cherice Montgomery, as well as other supplementary ideas I found on the internet.

Realidades is the approved textbook for my curriculum, therefore I followed it, but I have noted that the students and teacher are not able to grasp as much cultural understanding from the book alone as they do when the textbook's activities are supplemented with activities and lessons I have created myself or found online.

Changing the process from solitary use of the textbook, I followed a lesson plan based on backward design, while focusing on essential questions which helped my students gain a deeper and more concise understanding made possible in a well-structured unit. Focusing on and using *perspective* as a catalyst, I used the five goal areas of the *World-Readiness Standards for Learning Languages*, Communication, Cultures, Connections, Comparisons, and Communities. This resulted in a more organized, interesting and effective unit of study for my students.

As mentioned by Montgomery (2014), the first step to creating an effective and significant assessment is to “identify a meaningful topic that naturally motivates students to want to say something about it.” While I recognize that my thematic unit about the family might spur both positive and negative feelings from students, I also know that family is essential. Basing my thematic unit on such an essential topic, can and possibly did help students who struggle, as I often did growing up in a divorced home, to accept the unique and positive characteristics of

their individual families. Each day as I teach, I hear story after story about families that are struggling in some significant way. This buoys the concept that this theme is a relevant and even an urgent topic for students in their daily lives. My objective was to help students to become aware and to understand that there are different definitions of families. I hoped to help them learn that they will be affected by their families forever, and that their unique family dynamic and traditions are special. At the same time I wanted my students to recognize that just as their family traditions are unique and special to them, that families from around the globe have unique family traditions and customs that are special and sacred to them as well. My objective was to help students realize that different is not bad, but just that: different.

Overview of Project Objectives

Table 3.1 Learning Objectives and Assessments

OBJECTIVE	ASSESSMENT(S)
<p>Objective A: Students will compare and contrast traditions in their family and country with traditions in other countries and cultures (see Lesson one).</p>	<p>Students will fill out a Venn diagram comparing and contrasting their family traditions with those of their classmates. Students will share with their partners in the target language traditions they have in their family and traditions they learn about in other cultures.</p> <p>Students will draw and label three traditions they have and three traditions they learn about in class from different cultures.</p>
<p>Objective B: Students will describe using simple Spanish; specific traditions associated with the cultural tradition of the <i>quinceañera</i> (see Lesson 2).</p>	<p>Students will fill out a worksheet as they learn about the tradition of the <i>quinceañera</i>.</p> <p>Students will take a mini quiz about the <i>quinceañera</i> traditions.</p> <p>Students will make an invitation to their own <i>quinceañera</i> fiesta and share it with and invite their families.</p> <p>Students will summarize the traditions of the <i>quinceañera</i> in a written paragraph</p>
<p>Objective C: Students will be able to perform a simplified version of the waltz for their parents and grandparents (see Lesson 3).</p>	<p>Students will follow instructions in the interpretive mode by learning a waltz and then present it to their families while participating in a dinner and <i>quinceañera</i> celebration.</p>
<p>Objective D: Students will be able to follow instructions in Spanish to make a dessert from a Spanish speaking country (see Lesson 3).</p>	<p>Students will choose a dessert to make from a Spanish-speaking country and follow instructions in Spanish in order to prepare it.. Students will bring the dessert to the <i>quinceañera</i> party.</p>
<p>Objective E: Students will be able to identify relationships among family members using correct vocabulary (see Lesson 4).</p>	<p>Students will follow along with a video and put vocabulary flashcard in the correct place on the family tree and then be able to describe the relationship each family member has to the one another.</p>
<p>Objective F: Students will be able to describe their family members' likes and dislikes using the verb <i>gustar</i>. Students will be able to describe their family members' physical and personal characteristics using the verb <i>ser</i>, Students will be able to describe a tradition they have as a family. Students will be able to write about at least five members of their family (see lesson 5 and 6).</p>	<p>Students will use the verb <i>gustar</i> correctly in a sentence while talking about the pictures in the PowerPoint and then their own family members' likes/dislikes. Students will fill in their family pedigree chart (at least three likes of each family member).</p> <p>Students will ask and answer questions about individual family members' personal and physical characteristics using the verb <i>ser</i>, after writing down sentences on their family pedigree chart.</p>

OBJECTIVE	ASSESSMENT(S)
<p>Objective G: Students will be able to share positive characteristics of members of their family and their families as a whole with their teammates (<i>see Lesson 7</i>).</p>	<p>Students will write sentences about their family. Students will create a family chain describing the qualities of each member of their family and their family entity as a whole and present it to their team and the class and include at least one positive characteristic of their family members.</p>
<p>Objective H: Students will demonstrate an understanding of vocabulary words, specifically cognates; by comparing and contrasting the similarities of various words in Spanish and English including: <i>La Mejor familia del Mundo, los pasteleros, las piratas, perfecta, los tigres, popular, los astronautas, los correos, los seguros, jubilada</i> as well as the tenses of the verbs <i>ser, estar, poder, tener, imaginar</i> (<i>see Lesson 7</i>).</p>	<p>Students will read the book <i>La mejor familia del mundo</i> and fill out their worksheet of the verbs <i>ser, estar, poder, tener,</i> and <i>imaginar</i> in different tenses as well as various vocabulary words from the book.</p> <p>Students will explain to their partners their understanding of the content of the book and what it meant.</p>
<p>Objective I: Students will be able produce a video about their family members' likes, dislikes, physical and personality characteristics, ages and traditions using the verbs <i>ser, gustar</i> and <i>tener</i> (<i>see Lessons 8, 9, and 10</i>).</p>	<p>Students will create their videos on their iPads in class. Students will present their technological family presentation to their group and the whole class. Students will peer grade the presenter's presentation with a rubric and discuss a final score for the presenter. Students will correct grammar with their peers and the teacher. Students will comment one area for improvement as well as one positive quality for each presentation.</p>

Table 3.2 Standards for Foreign Language Learning Addressed by the Unit

Goal Area	Standards Met Through Lesson Objectives		
Communication	<p>Standard 1.1 Interpersonal: Students interact and share ideas and answer the question “What is an ideal family?”</p>	<p>Standard 1.2 Interpretive: Students will take quizzes based on authentic media they watch and listen to in order to measure understanding and comprehension of the media.</p>	<p>Standard 1.3 Presentational: Students verbally present a technological presentation they created and share it with the class in Spanish. They will be graded by their classmates according to the rubric.</p>
Cultures	<p>Standard 2.1 Relating practices to perspectives: Students compare and contrast in Spanish, on a Venn diagram their traditional cultural practices with different cultures and then analyze why they celebrate them the way they do.</p>		<p>Standard 2.2 Relating products to perspectives: Students reflect on the relationship between the <i>quinceañera</i> celebration and the perspectives of the historical culture of Mexico.</p>
Connections	<p>Standard 3.1 Making Connections: Students reinforce their knowledge of history of Mexico and Spain’s influence while learning about the <i>quinceañera</i> through reading online as well as following along with the PowerPoint and writing new information on their worksheet.</p>	<p>Standard 3.2 Acquiring Information and Diverse Perspectives: Students acquire information and recognize distinct viewpoints by watching culturally accurate and authentic video clips of <i>quinceañera</i> parties and people talking about their families from different parts of the world.</p>	
Comparisons	<p>Standard 4.1 Language Comparisons: Students demonstrate an understanding of various vocabulary words, specifically cognates, by comparing and contrasting the similarities and differences of words in Spanish and English.</p>	<p>Standard 4.2 Cultural Comparisons: Students compare their culture with other cultures in the target language using a Venn Diagram to recognize cultural traditions, events and family make-up and dynamic.</p>	
Communities	<p>Standard 5.1 School and Global Communities: Students use the language both within the classroom and in the community when they present their family chains, video presentations and cultural dance to their family and friends.</p>	<p>Standard 5.2 Lifelong Learners: Students reflect on their enjoyment of learning in and out of the classroom through enrichment activities and personal projects, such as the <i>quinceañera</i> and the family video presentation.</p>	

Table 3.3 Outline of Lesson in Unit Lessons 1-5




Lesson Title	Lesson 1: Traditions	Lesson 2: Quinceañera	Lesson 3: Dance Practice	Lesson 4: Who are the members of the family?	Lesson 5: Los gustos de la familia
Targeted Grammatical Structure	-Possessive Adjectives (mi, tu, su) -Tener -Ser	-Complete Sentences using the questions words -¿Cuál? -¿Cuáles? -¿Cómo es? -¿Cómo son?	Bailar Correr Darse vuelta Moverse	-Ser verb and sentence structure -Llamarse -Hay -De -¿Cuál? -¿Cuáles?	-Gustar -indirect object pronouns
Targeted Vocabulary	-La familia -Tradición -Costumbre -La Pascua -La cena -El día de acción de gracias -La Navidad	-Quince -Años -la misa -La Biblia -La última muñeca -el Vals -el pastel -la invitación	- Muévete/Muéval e -Córrete/Córrale -Baila -Allí -Aquí -Da vuelta	-Mamá -Papá -Hermano/a -Abuelo/a -Tío/Tía -Cuñado/a	- Review of previously learned verbs -bailar -nadar -cantar -estar juntos -pasar tiempo -gustos

Lesson Title	Lesson 1: Traditions	Lesson 2: Quinceañera	Lesson 3: Dance Practice	Lesson 4: Who are the members of the family?	Lesson 5: Los gustos de la familia
<p>TOPIC: Conceptual Issue or Social Situation (Context)</p>	<p>-Traditions in each family are compared to other families of classmates and locations around the world.</p>	<p>-<i>Quinceañera</i> compared to - Sweet 16 -Bar Mitzvah -Cotillion -Debutante Ball and other coming out traditions</p>	<p>-Students will understand that it is tradition to dance a waltz during the <i>quinceañera</i>.</p>	<p>-Students will understand that not all families are the same and it is okay that there are differences</p>	<p>-Students will compare their individual family likes with their partners and other examples in ppt. -Families can be different and it is okay</p>
<p>TEXTS: Culturally Authentic Materials or Realia</p>	<p>-Pictures of Traditional American holidays -Pictures of traditions in other countries -Video of live flamenco dancer in Spain</p>	<p>- Video of a real <i>quinceañera</i> -History of the <i>quinceañera</i></p>	<p>-Jessica's <i>quinceañera</i> video</p>	<p>-Video on members of the family -Family flashcards -Family tree placement game -Pictures of authentic families</p>	<p>Pictures from different types of famous families old and modern</p>

Lesson Title	Lesson 1: Traditions	Lesson 2: <i>La Quinceañera</i>	Lesson 3: Dance Practice	Lesson 4: Who are the members of the family?	Lesson 5: <i>Los gustos de la familia</i>
TASKS: Lesson Objectives Linked to Thinking Task(s) Language Functions & Assessments	-Students will be able to identify traditions in their own families as well as in their classmates' and other countries/cultures in the world.	-Students will be able to write complete sentences to fill in their worksheet -Students will follow ppt. and fill in answers -Students will take a quiz and video review	Students will participate in/practice this dance with a partner to present to their families throughout classes for the next couple of weeks.	-Students will follow along with a video and put the vocab flashcard in the correct place on the family tree -Students will name the members of families	-HW Students will be able to describe their family members' likes/dislikes -Students will be able to recall vocabulary words and take a quiz
TALK: Communicative, Interactive Activities (Interpersonal, interpretive, or presentational activities that get students moving & talking in preparation for the assessment)	-Students will share with their partners in the target language, traditions they have in their family and traditions they learn about in other cultures.	-Students will make an invitation to invite their parents to their own <i>quinceañera</i> . -Students will be able to speak with a partner about American traditions compared to other cultures.	Instructions for the dance will be given in Spanish. Students and teacher will try to communicate with each other and their partners choreographing the dance as they go.	-Games: Students will find family member vocabulary with their team -Students will name family members -Students will find the vocabulary flashcard	-Students will be able to use the verb <i>gustar</i> correctly in a sentence while talking about the pictures in the ppt.
TOOLS: (Instructional Strategies, Scaffolding, & Student Use of Tech)	-Venn Diagram to follow along with PPT -Talking Tokens to help students who do not usually talk, engage in more conversation.	-QR Reader -Worksheet w/ PPT -Kagan Structures #24 video review questions -iPad to clarify unknown vocab	-Jessica's <i>quinceañera</i> Dance video - Break down the dance for easier learning.	-Family tree video -Flashcard ppt with game	-Flashcard review without vocabulary -Quiz -H.W. start filling in pedigree chart of <i>los gustos</i>

Table 3.4 Outline of Lesson in Unit Lessons 6-10

Lesson Title	Lesson 6: What is my family like?	Lesson 7: Do you have the best family in the world?	Lesson 8: Work on Family video project	Lesson 9: Correct and Complete Family video Presentation	Lesson 10: <i>La familia</i> Project Presentations
Targeted Grammatical Structure	-Ser -¿Cómo es? -Él es... -Describing physical and personality traits	Touch on a few different tenses with following verbs -Ser -Estar -Poder -Imaginar	Correct all sentences -Ser -Gustar -Tener -Estar -Review Quiz	Correct all sentences with teacher assistance -Ser -Gustar -Tener -Estar	Tener Ser
Targeted Vocabulary	-guapo -alto/a -bajo/a -gracioso/a -animado/a -inteligente -pelo	-Mejor -Mundo -Pasteleros -Piratas -perfecta -tigres -popular -astronautas -Correros -Seguros -Jubilada	-Individual vocab that each student struggles with in their descriptive sentences -gustar -ser	-Individual vocab that each student struggles with in their descriptive sentences -gustar -ser	-Los requisitos -Contenido -Frases completas -La fluencia -La pronunciación -Fluye - A tiempo -Puntos

Lesson Title	Lesson 6: What is my family like?	Lesson 7: Do you have the best family in the world?	Lesson 8: Work on Family video project	Lesson 9: Correct and Complete Family video Presentation	Lesson 10: <i>La familia</i> Project Presentations
TOPIC: Conceptual Issue or Social Situation (Context)	-Students will learn that not all families are the same and that is okay. They have different characteristics, personalities and body types.	-Students will recognize that though their family might not be ideal, that they are unique in their own special way.	Students will focus on writing about their families and how they are unique and different.	Rough draft of project peer review, work on final presentation.	All presentations will be different, but each family and individual is unique and special
TEXTS: Culturally Authentic Materials or Realia	 -Spanish videos of people describing their family members. (Part II)	Video story “ <i>La Mejor Familia del Mundo</i> ” 	-Students can refer to any of the previously presented videos and information while they create their presentation.	-Students will now use their own authentic text to create their individual presentations	-Individual student presentations 
TOOLS: (Instructional Strategies, Scaffolding, & Student Use of Tech)	-Authentic videos about family members -Paragraph on teacher’s family	-Video with vocab sheet and questions to help students be able to describe their family in a simple way in order to make the chain.	-Peer review -Lime Green WS -Family Pedigree WS -Paragraph formation WS	-IPads -Peer review -Teacher editing	-Easy to read and grade rubric -iPad for presentations -Internet

Lesson Title	Lesson 6: What is my family like?	Lesson 7: Do you have the best family in the world?	Lesson 8: Work on Family video project	Lesson 9: Correct and Complete Family video Presentation	Lesson 10: <i>La familia</i> Project Presentations
<p>TASKS: Lesson Objectives Linked to Thinking Task(s) Language Functions & Assessments</p>	<p>-Students will be able to listen to authentic videos and write down what they hear about members of native families -Students will be able to read PPT and answer questions on WS -Answer questions on HW Pedigree</p>	<p>-Students will be able to understand that Carlota dreamt of the “<i>Mejor familia del mundo,</i>” -Students will then write about different good qualities that their family members have on separate pieces of paper on to create their family chain.</p>	<p>-Students will follow the worksheets -family pedigree - WS activity #4 to finally compile all of their sentences together for their presentation.</p>	<p>-Students will correct grammar with their peers and the teacher. -Students will create their videos on their iPads in class.</p>	<p>-Students will share with their groups what they know and have created about their family in a round robin sharing platform. -Students listening will evaluate the presentation as a group.</p>
<p>TALK: Communicative, Interpersonal, Interpretive, or Presentational activities that get students moving & talking in preparation for the assessment)</p>	<p>-Students will describe their family members to their classmates. -Students will ask each other questions about individual members of families.</p>	<p>-Students will show and describe their family members and the chains to their teammates.</p>	<p>-Students will work with a partner for help with their sentences and paragraphs. -Must peer review with 2 people before bringing it to the teacher to check.</p>	<p>-Students may talk to each other to get grammar correction or help with the video making process.</p>	<p>-Students will read and understand the rubric in Spanish. -Students will discuss and come to a decision with their groups about how many points the presenter earned in each category.</p>

Standards-Based Guiding Questions in Unit Plan

Students will develop communicative-proficiency by exploring the following guiding questions:

Lesson 1

- What is a tradition?
- What is a tradition that your family has?
- What traditions do you and your partner have?
- What are some traditions in the rest of the world?

Lesson 2

- What is a *quinceañera*?
- What traditions do we have that are similar to the *quinceañera*?
- What experiences have you had with the *quinceañera*?
- Why do you think that the *quinceañera* is celebrated?
 - Who is the focus of the following pictures? Why do you think that?
 - What are the invitations like?
 - What is the purpose of the *quinceañera* celebration?
 - Who coordinates the *quinceañera* celebration?
 - Where do they do the *quinceañera* celebration?
 - What is the dress like?
 - What are the outfits of the court like?
 - What do they use for the blessing ritual?
 - What gifts does she receive?
 - What is the significance of the tiara?
 - Why does she receive the scepter?
 - What is the significance of the ring she receives?
 - What do the earrings represent?
 - What does the last doll represent?
 - What does wearing high heels for the first time represent?
 - Other than her escort, who else does she dance with?
 - What is the cake like?
- Quiz: What symbols do you see in the video that we have already talked about?
- Pop Quiz: What are some of the differences you see between the way different countries celebrate the *quinceañera*?

Lesson 3

- What is the dance called that we are going to practice?
- For what celebration are practicing?
- Why do you think we are having our own *quinceañera*?
- What is a waltz?
- Have you ever seen or done a waltz?
- What does the waltz symbolize?
- Why do you think they dance the waltz at this celebration?

Lesson 4

- Who are the members of your family?
- Who are the members of these families?
- In a family there are....
- Who do you live with?
- Who is included in this family?
- What is the difference between your family and this family?

Lesson 5

- What do the members of this family like?

Lesson 6

- What are the members of this family like?

Lesson 7

- Do you have the best family in the world?
- What defines a family?
- What are your parents like?
- Are all families the same?
- What is your family like? Is it normal?
- What habits does your family have?
- Is there a perfect family?
- Describe the members of your family using adjectives (Use at least 5)
- What are some positive characteristics of your family (Name at least 5)
- What do your mom and dad do for work?
- What talents do you the member of your family have? (Name at least 5)
- What are some positive things that describe your family?

Lesson 8

- Are you ready to start your Project today?
- What are you favorite aspects of your family?

Lesson 9

- What is your rough draft like today?
- Who is one of your favorite people you are talking about in your family project?
Why?

Lesson 10

- Are you ready to present your video Project today?
- What makes your family unique?

Chapter 4

Results

I tried to focus on essential questions about family in this unit to help students recognize that even though their families are not perfect, they are unique and have good qualities and characteristics. With essential questions, the main focus is not grammar and vocabulary, but both of those things were taken into account when I was creating my lesson plans. Most lessons I teach are not the everyday grammar drill, fill-in-the-blank kind, and so some of the assessments might look a little different than a “regular” assessment. Some of the assessments I chose were able to be observed either in written form or verbally. A few were cumulative assessments, such as quizzes and the final project. I did not include a “normal” summative assessment in the form of a big test at the end of the unit, but in exchange, the project served as a summative assessment with an oral interview with the teacher. This showed me whether or not students met the desired objectives. For every assessment I tried to include opportunities for my students to demonstrate that they had learned something each day by completing the required task. The tasks that I wish I had done were more summative assessments in the form of a written quiz that could easily be used as data to show the effectiveness of the lesson plan and assignments.

I only had two Spanish I classes, so I used both of their work as evidence of the results of this project. For Objective A, students compared and contrasted their family traditions with their partners’ and teams’ using a Venn diagram. Then we moved to a higher level of comparisons and brought it to a worldview and students not only compared the traditional “American” customs and traditions with each other, but with other countries’ traditions. Not all of these countries were Spanish-speaking countries. I did this because I wanted students ultimately to see that there is a bigger world than just two languages or cultures. I also pointed out that just because people speak the same language, does not mean that they have the same customs or traditions.

Ultimately, if the students were going to realize the depth of the essential questions, they would have to dig deeper than even the second language they were learning, but seek more profundity by examining the issue of family in other countries as well (see Appendix B).

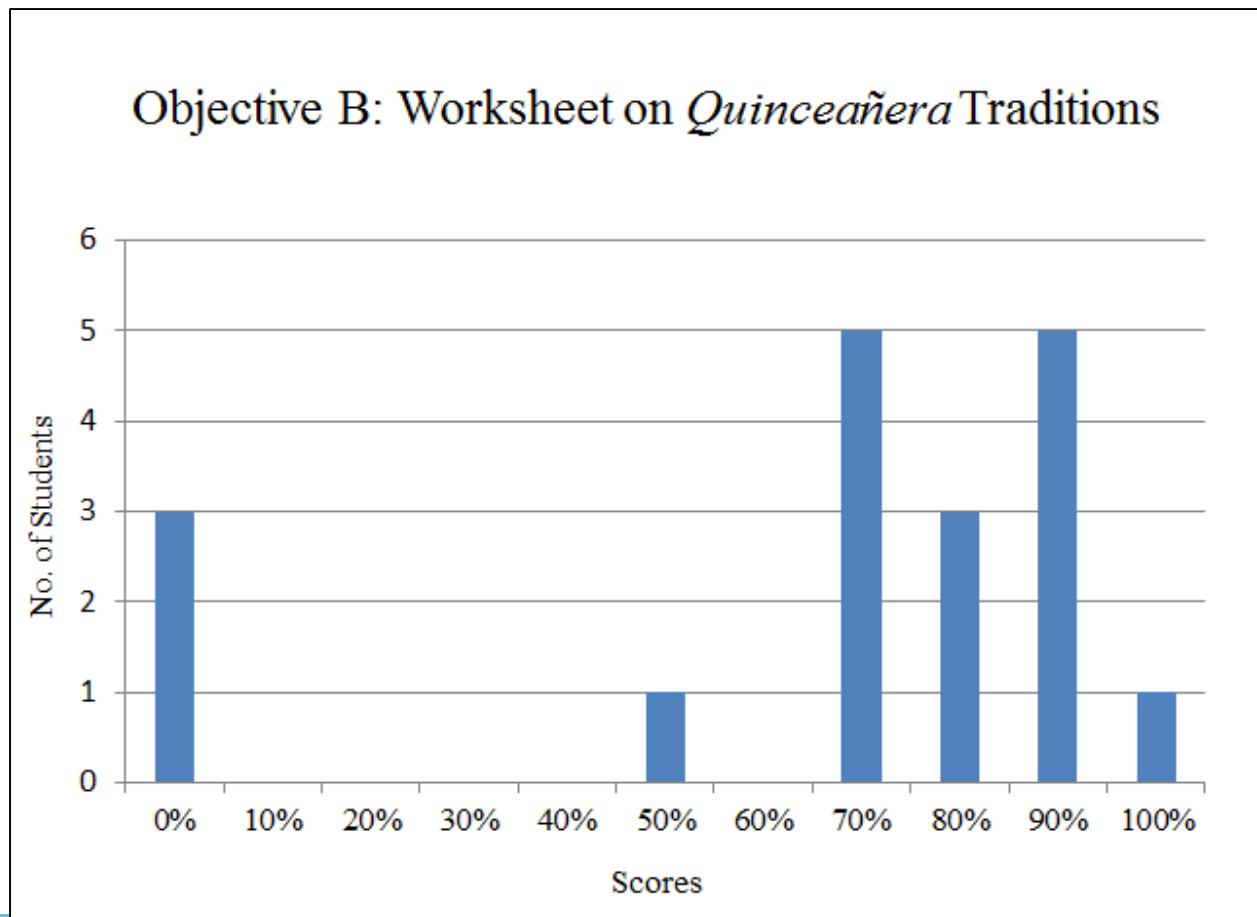
In Objective B, students had to describe the cultural tradition of the *quinceañera* by using simple Spanish. They had to write about specific traditions associated with the *quinceañera*. This tradition is included in the textbook *Realidades*, so I felt like I had to use it, but I also felt like it went right along with family and traditions. It flowed really well with the theme of this unit. The students learned vocabulary and took a mini listening comprehension quiz on Question 24 of the worksheet as they watched an authentic video of a real *quinceañera* celebration. They also were told that they would be participating in their very own *quinceañera* party in a few weeks. They were instructed to make the invitations after they learned about the breadth and grandiosity of the traditional *quinceañera* in the various cultures. The invitations were all in Spanish and their homework assignment was to go home and tell their parents about the event and translate the invitation. I sent home an email in both English and Spanish to help those parents who were still confused.

The results for Objective B were positive. Students had to follow along with the PowerPoint and fill out a pink worksheet as they learned about specific traditions that were customs in the *quinceañera* tradition. I noted whether or not they learned the objective because they were able to tell their partner the different traditions that were culturally a part of the *quinceañera* celebration. A few things they learned were that a girl wears her first pair of high heels representing that she is now a woman in society and gives away one of her dolls to show that she is no longer a child and does not play with childish things. At the beginning of the worksheet the students had ten minutes to look up the vocabulary words with their team. This gave them a

quick opportunity to get a base of the very extensive list of vocabulary words that were in the PowerPoint. A better way to do this next time is to create some sort of effective lesson that introduces the words to them through instruction or a game. Some students chose not to turn in the worksheet in the end, but as can be seen in the graph below, for the majority this was a successful activity because at least 70% of the class did the assignment with full accuracy. Students were graded on completion of the pink worksheet. Students had to fill it out and then every few questions, I would tell them to explain to their partner what they just learned.

There was a quiz that followed the worksheet, which allowed the students and the teacher to see whether or not the students understood the different cultural traditions shown in the video as well as the distinct traditions in different countries that they use to celebrate the *quinceañera*.

Figure 4.1 Results of Worksheet on *Quinceañera* Tradition



Lesson 3 started out with a bell ringer question, “What is the dance called that we are going to practice?” and “Why do you think this dance is significant in the traditional *quinceañera*?” As a warm up cultural activity I had the students answer some questions about an authentic invitation to a *quinceañera* celebration. Some of the questions were:

- What time is the *quinceañera*?
- What is the location of the party?
- What is the name of the girl who is being celebrated?

Rather than just learning about the history of the *quinceañera*, which the students did in Lesson 2, in Lesson 3, Objective C, students were required to learn and perform a dance to present to their parents and grandparents. They had to learn that there is a traditional waltz that is performed by the *quinceañera* and her court and then present a simplified rendition of it. I showed them a different video than we watched the previous day, from an authentic *quinceañera* celebration. They were put into partnerships and had to start learning the dance.

Each class period, students practiced the dance as a part of their class time. This could be done in two or three full class periods or a little bit of each class period as the unit continued to be taught. I chose to put the following lesson plans on hold while we took two class periods to finish practicing the dance.

One of my classes had a few students who could not be at the actual *quinceañera* celebration, so I assigned them an alternate report and they still brought a dessert from a Spanish speaking country to share with the class. (I will not include details of that report because that is not a specific part of my unit plan and can be done very easily with a simple set of expectations each individual teacher can create.) Another student could not participate due to religious differences. This left us with an odd number of girls and boys, but luckily I had a very bold

student who did not mind dancing alone and made up her own choreography to complement the others dancing.

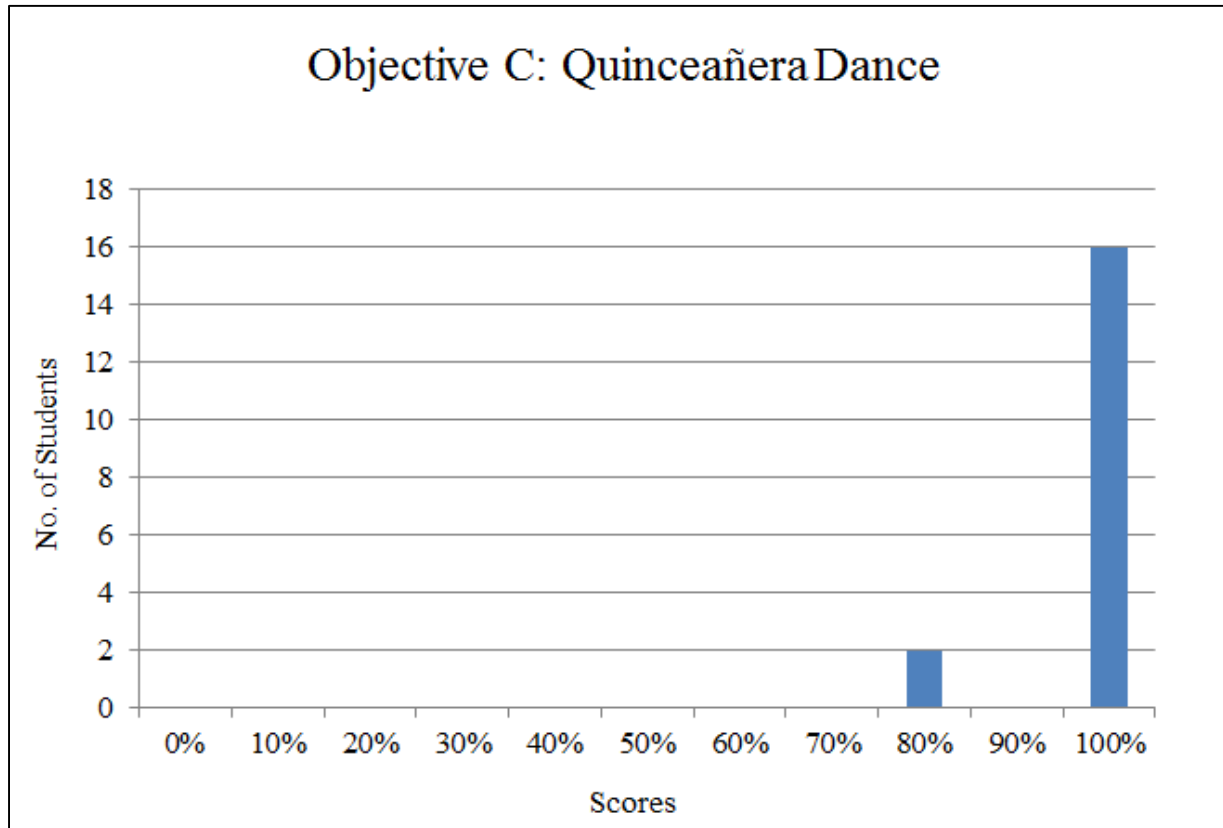
Unfortunately, in my smallest class of four, at the very last minute two of the students got extremely sick and were not at school for the two practice days, so the two students who were left, luckily a boy and a girl, did their own dance by themselves, improvising parts where the other students would have been.

For our version of the waltz, I chose to use a very popular *quinceañera* song by Cháyanne called *Tiempo de Vals*. Since there were only four students in one class and an odd number of students in the other class, we had to choreograph a different dance for each class. This was fruitful, because it gave the students ownership in this cultural activity. Grammatically, students were supposed to learn words like *aquí*, *allí*, *da vuelta*, *córrete* and *muévete* during those dance instruction and practice days. This was not the most successful lesson grammar-wise, because the students mostly spoke in English and it was hard for me as the teacher to stay in the target language. Culturally, however, the students enjoyed it and will never forget the song *Tiempo de Vals* by the singer Cháyanne, because they listened to it so many times! A few were even singing along without realizing it. Their homework that night was to look up where Cháyanne is from and to find any other significant *quinceañera* songs that are commonly used.

Parents and grandparents came to the *quinceañera* party to support their students and were very pleased to see their students perform (see videos and photos in Appendix C). Many parents came up to me and told me what a great and effective event this was for their children. The parents told me that their child loved doing that dance and was speaking Spanish at home all of the time. The enthusiasm for this particular activity was evident by the parent's reaction as well as from the students. I had one student who was very excited and said, "When are we going

to do another fun activity like this again in class?” It is highly possible that this student enjoyed this activity because he was not sitting in his desk reading and writing, however a portion of my success as a teacher is directly correlated with student participation and learning. If a student is doing, he is most likely learning.

Figure 4.2 Results of Quinceañera Dance

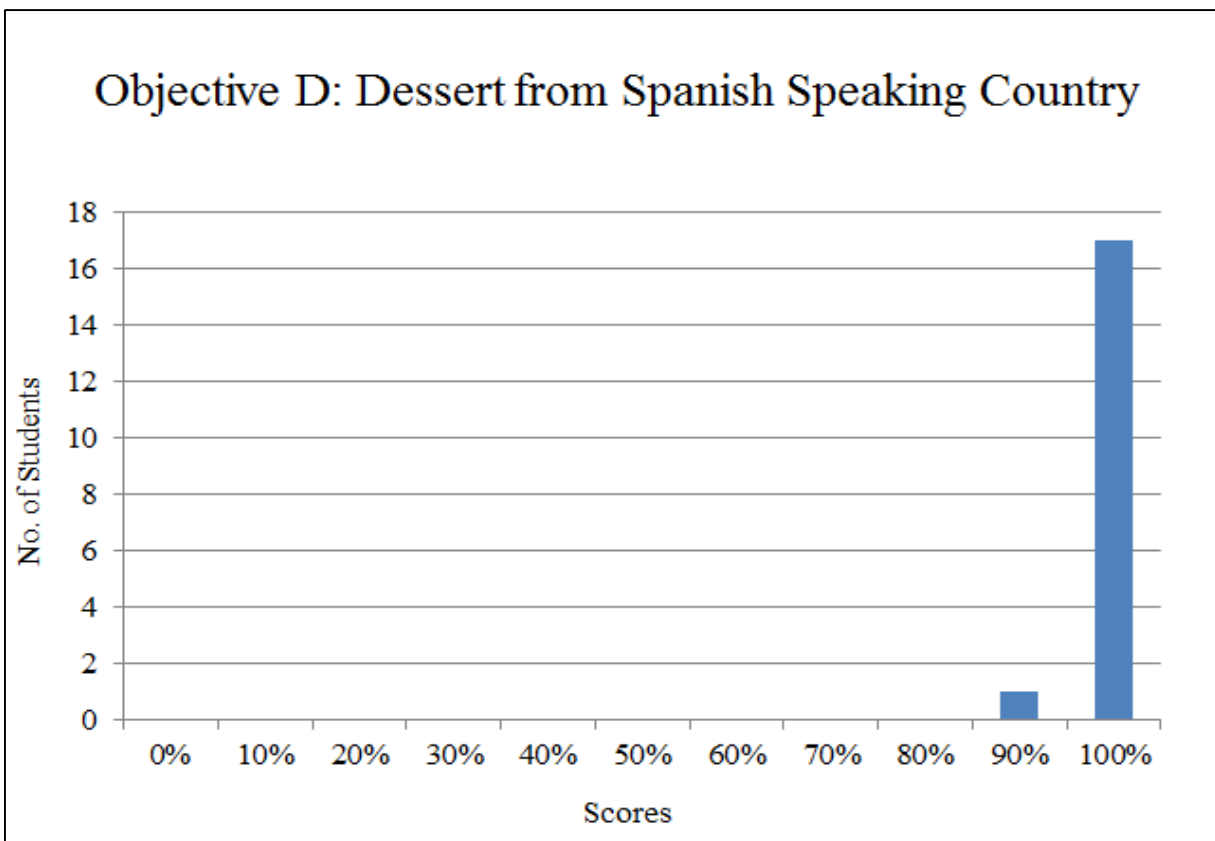


As a side note, I tried to make the *quinceañera* individualized for the students. In order to do this, a few weeks before the event, I emailed parents and had them write a letter to their son or daughter to tell them how much they loved them and how proud they were of them. I used those letters as part of the decorations at the party. Overall, this dance was very well attended and almost a high for students as they performed for their parents and grandparents. As can be seen from the graph below, the attendance to this event (excluding those who previously arranged other assignments with me (the 80%) due to their absence at the event) was unanimous. The

students learned what a *quinceañera* is. They learned specific traditions from it and were able to compare and contrast them with various countries that celebrate the *quinceañera*.

Objective D required each student to choose a Spanish-speaking country and follow directions in Spanish to make a homemade dessert from that country and bring it to share the night of the *quinceañera* celebration (see Appendix C). Many students chose to make Mexican Wedding Cookies, while others made *flan*, *tres leches*, *cañones* and other wonderful desserts. The parents were supportive of this assignment for various reasons. One parent came up and told me that this was the best assignment I'd ever given because he loved the variety of desserts from foreign countries! This reasoning is probably not a legitimate validation for this being an effective assignment, however, for the most part, the students did follow recipes in Spanish and did create the assigned dessert on their own.

Figure 4.3 Results of Dessert from Spanish Speaking Country



Objective E was that students would be able to identify family members and call them by name as well as talk about their relationship with other family members. This was probably the most successful communicative lesson plan. Students interacted with each other and the teacher enthusiastically. First, students watched an authentic video from YouTube that showed different family members in a family tree. This was a formative assessment and based upon my observations, students were able to find the corresponding vocabulary word for each member of the family and place both words (the name of the family member and the corresponding vocabulary word) where they should go in the family tree (see Appendix A). I modified this lesson for students who generally struggle with vocabulary and reading by placing them next to a student who could help them understand what was going on and be their partner for this activity.

Second, students were to answer questions when I would ask what relation one member of the family had to another. They had to come up with the right vocabulary word to describe that family member's relationship to another. For example, I would say, "*Katrina es _____ de Juan.*" And they would have to say, "*Katrina es la hermana de Juan*". This was very successful and quite effective, especially since they were not previously taught the vocabulary before this activity. They only watched the video and followed along with what they heard and saw. I liked this lesson day more than any, because I feel like the students were really engaged and successful in their learning. It seemed that they were engaged because this activity required high levels of critical thinking, but the level was just high enough that they were still able to figure the answers out for themselves while thinking through family relationships. The students were speaking a lot and each student was engaged. There is no written evidence of success, however in Appendix C there are various videos that show student engagement and learning achieving Objective E.

After watching the video with family members, we played a game with flashcards. The objective of this game was to let the students visually see the vocabulary words again, to reinforce the vocabulary in a timely fashion, and in a safe and fun learning environment (see Appendix C).

As I presented the PowerPoint, students had to find the flashcards and yell out the vocabulary word. This was an interpersonal activity as they were mostly working with teams. It was quite interactive and fun. Students who do not regularly talk were participating and were actively engaged because they had a safe venue to yell out answers. What I mean by “safe” is that they felt that they could make mistakes without being judged by their classmates or the teacher. Often students do not talk in class due to fear of being judged. This activity was a fun and safe activity that had a lot going on, so the students did not feel that they needed to have their guard up. The environment of the game was such, that mistakes were easily permissible. As mentioned previously, it was one of the most fulfilling days of the unit. Some students were slow and did not know what to do at first, but eventually they got the idea as they followed their partners’ examples.

After the game, students took a quick review quiz on the members of the family vocabulary we had just learned about. This quiz was effective in showing what vocabulary the students understood and could remember after only two short vocabulary games. The only things I would change are the pictures of brother, son, and cousin, because they were all boys and therefore they were confusing to the students. They had to try to remember which flashcard picture went with each specific boy word. I would also do a few more practices before doing the quiz next time because the students did not know the vocabulary very well, but this quiz turned

into another review activity of the recently learned vocabulary. That is why I did not count it as a grade, but just a completion activity.

As an immediate follow up, students had to fill out the lime green worksheet part one (see Appendix B) while I described my family members. I asked them who they have as family members. The findings at this point were interesting, because there was only a general list of vocabulary words on their paper for individual family members. Some would say things like, “*Tengo un cuñado*, but it’s not on the list.” And that is when I would ask them an essential question, “Are all families the same?” and refer back to the bell ringer, which strategically was the essential question. This spurred conversation while we were discussing vocabulary. A very neat experience happened at this point, when a girl who has had a rough couple of years familywise, started to be proud of her family that she usually talks negatively about. She started learning all of the words for stepmom and stepdad. After learning those words, she lit up with a desire to learn how to say stepsister and stepbrother. I assume that her reaction was this way because she generally is embarrassed that she does not know Spanish very well, and that she struggles to stay on task in class, but this was something relevant to her personally. This was also an activity that possibly made her reevaluate the fact that her family make-up is different than many in the class, and that it was acceptable because the vocabulary list provided her with the needed words to talk about her extra family members. The whole point of this entire unit was to get kids excited about their unique families. This was the exact objective for the creation of this entire unit. The words were available, so students had a means to use language. It was then that started naming all of their family members enthusiastically in Spanish.

After we had gone through the slides of family pictures, we moved on to part two on the lime green worksheet. Students had to draw their basic floor plan of their house and write the

name of the person that lives in each room along with their corresponding vocabulary word (see Appendix B). This was a bit confusing for some at the beginning. I drew an example on the board of my family and my house, but because the way it looks on the worksheet, with the roof at the top, it is hard to imagine it as a floorplan from a Birdseye view. I would edit where the roof is next time. But once again, with students who live at one parent's house part of the time and another's on the other days, it was actually a powerful moment to reiterate the essential question, "Are all families the same?" This helped students think about the answer and realize that all families are different and that makes them unique. Two students in particular took pride in drawing both of their houses and the levels in each house. It was heartwarming to see that the students who traumatically go through divorce and remarriage of their parents and are often burdened by the difference they feel from other students, at this point were able to see that it was okay to have a unique family. I feel that this lesson was a great segue into the final presentation that would come a few lessons later (see Appendix B).

Objective F was very easy to quantify. Students were supposed to be able to describe at least three likes or dislikes of at least five members of their family. We started out by looking at different famous families. I asked the simple question, ¿*Qué les gusta a los miembros de esta familia?* The students had to use the verb *gustar* correctly. They were able to remember the correct way to use the verb to describe the *gustos* of the families in the pictures (see Appendix A).

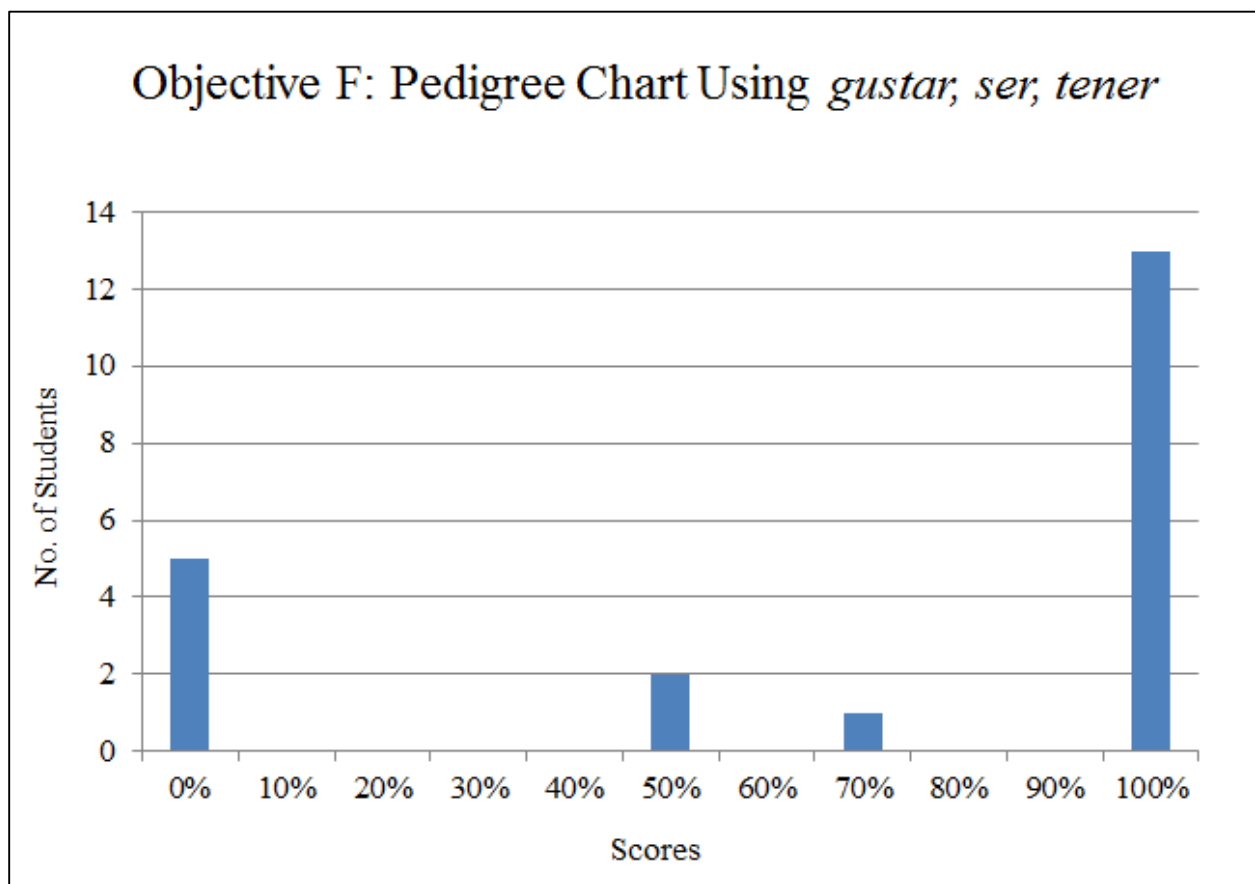
The assignment they need to complete was to start to fill out a pedigree worksheet that I had made for them (see Appendix A) using verbs that they had previously learned like: *nadar*, *bailar*, *cantar* and *pasar tiempo*. This worksheet was organized so that it was very easy for them know what to do and not get overwhelmed that they had to write complete sentences. Step 1,

they had to simply write down three things that each family member on their pedigree chart liked. Step 2 would come later in fulfillment of Objective I in Lessons 8 and 9, when they had to write those three things and the others on the pedigree chart into complete sentences and then eventually paragraphs to form the final family presentation.

Objective F also required the student to be able to understand and answer the phrase, ¿*Cómo es mi familia?* And use the verb *ser* correctly to describe physical and personality characteristics of individuals in the family as well as their family as a whole. Next, I showed popular families from T.V. and media. Students had to describe pictures on the PowerPoint that asked the question, ¿*Cómo es esta familia?* ad describe the members of each family or the family as a whole. Next, students had to watch a video clip (the second part of the video they watched the day before) and fill out a worksheet as natives described their family members. I also mentioned that this was an introduction to the project that they would do in the coming week. For homework they had to fill in the next two sections on the pedigree chart. They needed to describe three physical characteristics and three personality traits for each member of their family on their pedigree chart that they started the previous class period. This proved to be an effective assignment that helped students were able to achieve Objective F. It helped create a reachable goal of writing many sentences using three different verbs *gustar*, *ser* and *tener*. By using the family pedigree chart, students were able to fill in a word in order to start to complete their sentences. The students only had to start by describing the likes and dislikes of their family members using the verb *gustar*. For the next assignment they continued to fill out the pedigree chart using the verb *ser* to describe physical characteristics and personality traits of the members of their family. This made the formation of full sentences more achievable because the scaffolding supported the students' production toward their end goa; the final project. As the

graph below indicates, most of the students were successful in completing this objective according to the project rubric. Some students chose not to turn in this assignment, but went right to the final draft. The results showed that without this step, their success rate was lower for the final project. The overall quality of the final projects that were turned in was poor if they did not complete each step of the creation process. Five students did not complete Objective F. and as a negative result four students did not complete their final family project (see Figure 6). As can be seen from this assignment, it is critical to help scaffold the difficulty of the final assignment.

Figure 4.4 Results of Family Pedigree using the verbs *gustar, ser, tener*



Objective G was to help students be able to share at least one positive characteristic of members of their family and their family as a whole. This was meant to really affect students through the use of another essential question, which for this lesson was the bell ringer: *¿Tienes la*

mejor familia del mundo? In their journal they took notes and followed the instructions from the PowerPoint. First, they drew a Venn diagram comparing their family to their partner's family and answered the questions that were on the PowerPoint. This helped students to delve a little bit deeper into their actual family makeup. Some of the questions were a little forward and asked if their parents lived together or were divorced. The point of this was to help students form an understanding that initially they may not have what is generally defined as the normal "ideal family," but that there are good things they can find about them. The students used interpersonal communication in this activity to describe their family members' likes, dislikes, personality characteristics and physical characteristics. Due to the fact that they had to talk to each other about their families, they got comfortable using the verbs *ser*, *gustar* and *tener*.

After the initial activity, students saw different families on the PowerPoint and answered the question *¿Qué define una familia?* Each of the families shown were different and distinct. Before we read the video book *La mejor familia del mundo*, the students discussed what the qualities of a perfect family would be. They took turns writing on a white board and passed it back and forth between partners while utilizing the verb *ser* or *tener* to describe the perfect family.

The students talked about what their parents were like after showing them the video clip from *The Incredibles*. The students then answered the question, *¿Cómo es tu papá?* They compared him to the character Crude in the movie *Despicable Me*.

Another task that the students had to do was talk amongst themselves about what they thought the ideal family was and then one member of each group was supposed to go up and write their answer on the whiteboard. I gave them about two minutes to start on part three of their lime green paper and what they did not finish in class became homework (see Appendix B).

For Objective H, students had to understand vocabulary words, specifically cognates; by comparing and contrasting the similarities of various words in Spanish and English including the students were to follow along on their worksheet as the book *La mejor familia del mundo* was being read. In the first section they had to try and write down the different tense uses of *ser*, *estar*, *poder*, *imaginar* and *tener*. For the second section students had to write down vocabulary translations for the following key words to help them understand the story better: *la mejor familia del mundo*, *los pasteleros*, *las piratas*, *perfecta*, *los tigres*, *popular*, *las astronautas*, *los corredores*, *los seguros*, *jubilada* (see Appendix A).

After reading the book, I posed the following questions to which they discussed in their groups:

- Is there a perfect family?
- What is the perfect family like?
- What characteristics does the perfect family have?
- What is a family?

After discussing these questions in their groups, they had to individually write about their families answering the following questions.

- Describe your family using at least 5 adjectives.
- What job do your mom and dad do?
- What are at least five talents that the members of your family have?
- What are some positive things that describe your family?
- What are at least five “perfect” characteristics that your family has? *(This last question was a hard one for some students to initially answer, but the idea is that at this age when

they generally struggle with their parents and siblings, that they could look for at least five positive characteristics that their family has.)

These questions were used as a jumping point for the next activity. The assignment was for students to take different colored strips of paper and create a chain of their family while using the language. They were to use one color of paper for each member of their family and create a chain with five links or more if they wanted. They were supposed to describe family members' personal and physical characteristics, likes/dislikes, ages as well as family traditions. The main verbs they were supposed to use were *gustar*, *ser* and *tener* and adjectives that we previously learned in class or that they looked up on Google Translate. They were graded (1) on whether or not they answered the original set of questions posted on the PowerPoint and (2) whether or not they had five different colors on their chain which described five different people in their family and the sentences written about their family. I did not grade them on accuracy as this was just a stepping stone to their final project. I did however suggest changes in their sentence structure to help them write more grammatically correct sentences.

The point of this lesson was to answer the original question about what an ideal family is to them. The objective was for students to see that though their families are all distinct, there are good and bad about each family and if they focus on the good they will appreciate and love their family. I feel like this was a relevant and useful lesson because it helped kids to see the variance in families, but also that each family has something good to offer, even if it is not ideal.

A tangible piece of homework that they did that night was the third section on the lime green worksheet. They had to choose from a list of words and fill in a blank space in a sentence to describe what a family is (see Appendix B). They were also supposed to take home their chain and share it with their family after they shared it with the other members of their teams.

For Objective I, students were to produce a video about their family members' likes, physical and personal characteristics, ages and family traditions using the verbs *ser*, *gustar* and *tener*. In order to complete this objective, students were to compile all of their work in the previous lessons to start to form their final project. Students were to write a rough draft using their sentences from their family pedigree chart. I presented a few examples of what their projects could look like from old and modern television show introductions. I showed a boring yet authentic example of what not to do from YouTube.

I gave them the mini deadlines for each of the individual assignments (see Appendix A), some of which they had already started as previous homework, and explained that they now needed to put everything into complete sentences. Initially this seemed like it would be very effective way to help all students to be able to achieve an ultimate end goal; to produce a video in Spanish about their family that might normally be hard or seem overwhelming. By breaking it down into parts, it seemed more achievable and attainable to create such a large project with so much Spanish in it. However, as previously mentioned, all of the students did not follow the break-down of deadlines and thus, they did not finish the project on time.

I gave the students the rest of the period to start working on their presentations. At my school, we are supposed to try to keep as much time as possible to work on projects in the classroom and not send it home for homework. That is why most of the previous homework assignments had been created to be used as contributing parts for this big final project. Giving them time in class to work on their projects also helped them feel enabled to ask questions and get clarification as needed from both their peers and the teacher.

As part of the structuring to help them form their sentences used in their final product, they referred to the family pedigree chart they had been using the entire unit. The assignment for

Lesson 8 was a worksheet that helped them create mini paragraphs about their family. They had to write five paragraphs, one about five different members of their family. I told them they could choose anyone they wanted to include in their family, even a pet. I had to keep in mind that some students might be an only child or might not have five people in their family, so I told them that they could talk about cousins, aunts, uncles, in-laws or other very significant people in their lives.

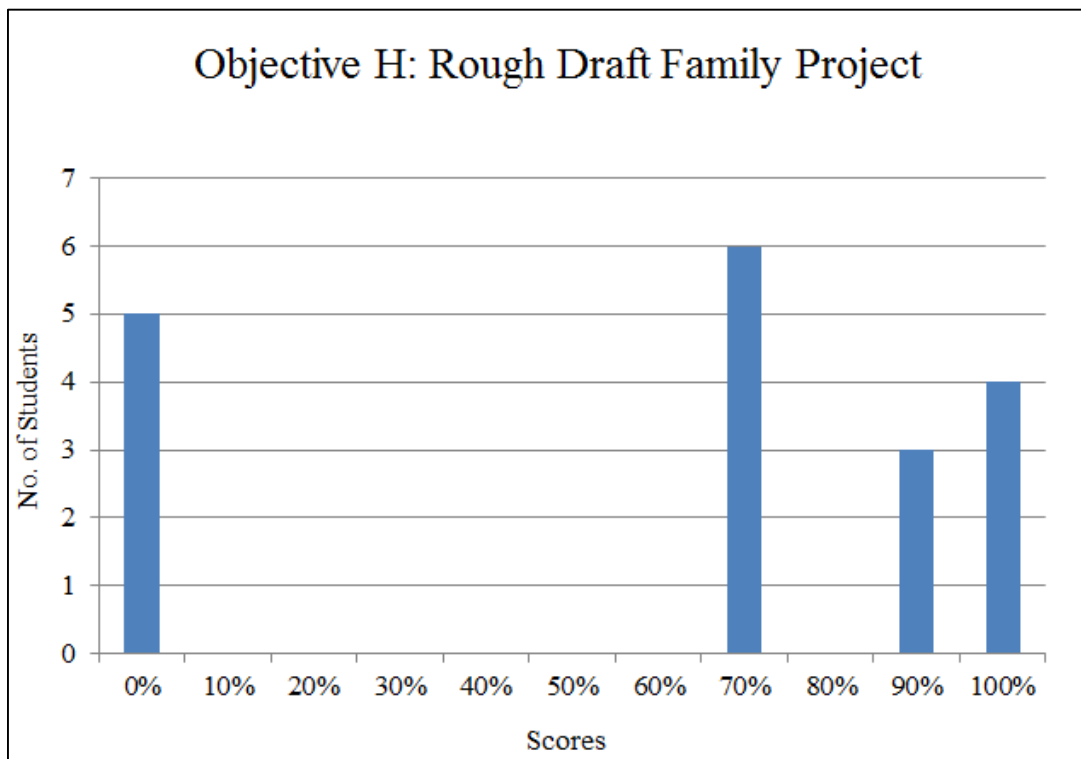
After they were done with the descriptions worksheet (see Appendix C) and peer reviews, they had to write a paragraph summarizing their family (part four of the lime green worksheet) (see Appendix C). Their homework was to write a rough draft in paragraph form including all the likes, dislikes, physical and personal characteristics and age of each of the five people they had chosen to do their project on. They also needed to bring in a picture of each person and include at least one family tradition in their presentation.

Unfortunately, not all students were as successful as I had hoped they would be. Many students did not turn in their rough drafts on time, even though they had time in class to work on them. What I would do differently next time, is choose a student every five minutes to come and meet with me individually about their progress. I did meet with students, but took far too much time on those who had completed their assignment, helping them correct them and make adjustments. I should have called up the students I knew needed help and pushed them to get started so that they could feel that the project was doable. This would have hopefully helped them to finish their project more successfully.

Objective I was supposed to help them to complete a rough draft of their final project. This assignment was a little more difficult than I had anticipated because the lesson plans and due dates ended up being overwhelming for students who usually do not do their homework. As

previously mentioned, if they did not do the family pedigree, the odds of them continuing with the project decreased. Five students did not complete their pedigree chart, thus five students did not complete their rough draft and four students did not complete their entire final project. I can see now how imperative it is for the students to complete each assignment along the way. In order for students to complete Objective I and complete their project, they had to have their homework done. I was disappointed that only about 38% of the class completed the rough draft on time and thus, many of the students were still working on their homework during class. I was only able to correct four rough drafts that were turned in on time in class that day. I made a deal with the students who did not finish their rough drafts on time. I told them that if they could finish their rough drafts by the end of the period or day, then I would correct them after school and have them back to them by the next school day. This gave them time to finish their project, but they would have to create their videos at home on their own.

Figure 4.5 Results of Rough Draft Family Project

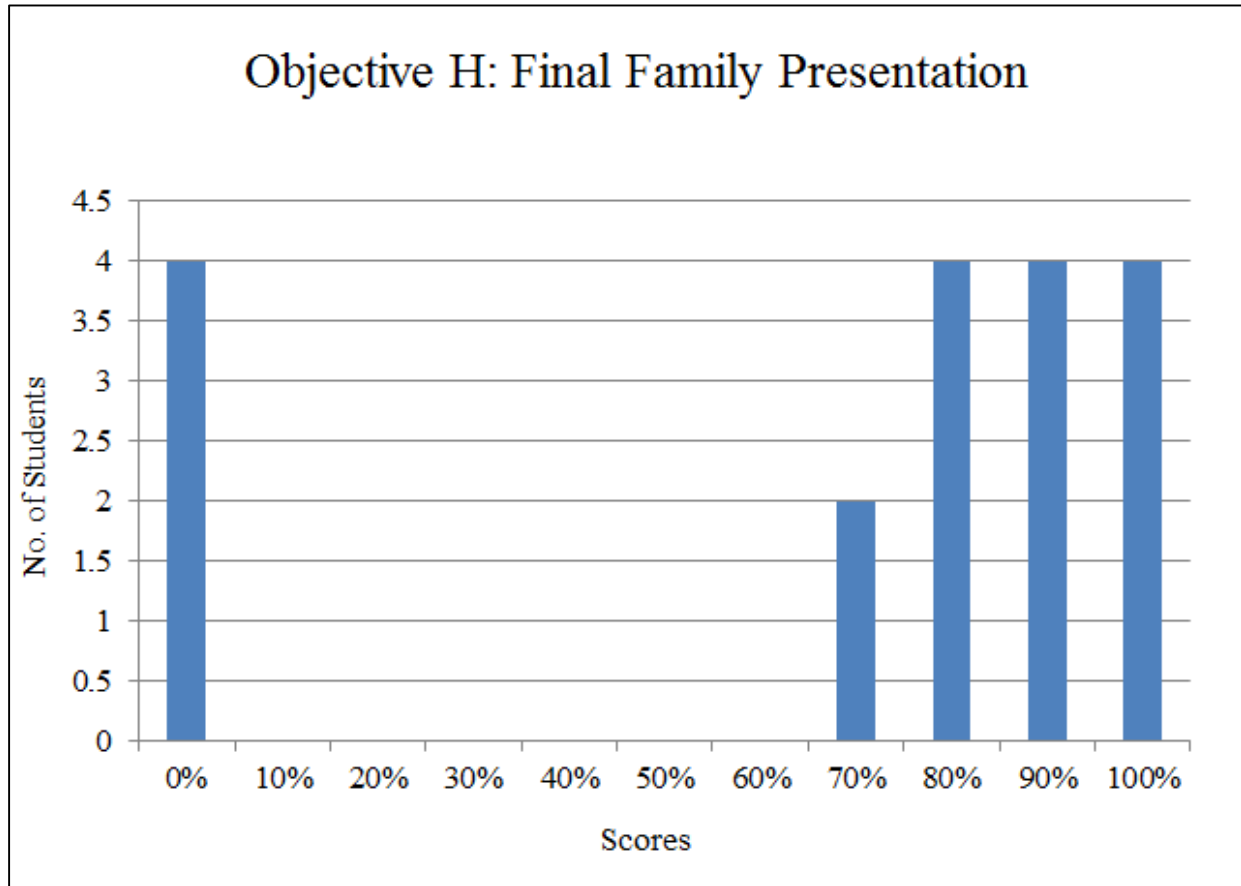


The students who did have their rough drafts on time, corrected their sentence structure and grammar with their peers as well as with me. They had time to start their video projects in class. 100% of the students who did their rough drafts on time turned in the final project in a completed form on time the next class period. I learned from this experience that I really need to emphasize getting each step done on time to help them put it all together for the final product.

Unfortunately, Objective I was easily attained, but only about 77% of the class actually followed through on the final video presentation project.

Students were to follow the rubric and deadlines chart that was previously explained to them. Those who followed all of the instructions were able to present their projects on the due date and they did a very nice job following the provided rubric. They described five family members' likes, dislikes, using the verb *gustar*. They talked about the physical characteristics, personality characteristics using the verb *ser* and used the verb *tener* to talk about their age.. As can be seen from Figure 6 below, about 77% of the class completed their project. Some did a better and more thorough job than others; however, the majority of the class did an overall satisfactory completion on their final project.

Figure 4.6 Results of Final Family Presentation



For the presentations, the class was divided into groups of four. Obviously, the students who had their presentations shared first. I did this in a round robin type of presentational method that I learned from Kagan and Kagan (2009). I set a five-minute timer on the projector that everyone could see. Student #1 in each group presented their video while the other three students watched and evaluated. Ideally, each of the students had to ask a question about a member of the family. This worked well for some teams, but others completely skipped over this. Each person that was presenting carried with them five rubrics, one for each table they would present at. The group had to come to an agreement on the score the presentation received for each category. The students rating the presentation were supposed to ask the presenter questions in Spanish about distinct members of the family. This was good because it helped the students to communicate

amongst themselves and negotiate meaning of the rubric. They also had to come to an agreement on a score as well as write a positive comment about the presentation and something that could be improved on the project.

I placed myself in one group so that when those who were presenting changed locations, the next presenter would come to my group and I could then watch their presentation as well as have a mini oral interview with them with which I used to grade them on their fluency, pronunciation, grammar and ability to spontaneously be able to answer questions. I did the oral interviews with the student presenter at the same time that the teammates were deciding on a score for the presentation and writing down positive comments and needed improvements. They would then rotate to the next table. This seemed to be a fast and effective method to ensure that everyone got to view everyone else's presentations. It took five minutes per person. In a 70 minute period, we were able to get through 10 presentations, but that was not as many as I had hoped. We ended up doing presentation for two days. A plus side to presenting in this manner was that the students were listening, verbally interacting in the target language by asking and answering questions coming to a consensus of the score. Unfortunately, some students turned in their assignments so late that they never actually got to present it to the class. They lost their "on time" points.

After listening to their presentations, I can see that I should have focused more on pronunciation and maybe spread out this unit plan into a longer span of time, maybe even six weeks to give more time for grammar focus and pronunciation or maybe I need to think about how to integrate pronunciation aspects more fully into existing unit activities. Overall the projects, oral quizzes and final presentations showed that the students were capable of using the set list of vocabulary, descriptive adjectives and verbs *ser*, *tener* and *gustar* to speak about

members of their immediate and extended family. Students became very comfortable talking about the individual members of their family, calling them by the correct vocabulary words interpersonally. In their presentations, most students did a good job talking about their family members, but were either rushed due to time constraints on the free application that they used (*Videolicious*) or did not pronounce things correctly because they did not practice their scripts enough before beginning to videotape.

Personal Reflections & Discussion

Overall, the unit had many great objectives and assessments. There are a few alterations I would implement the next time I teach this unit. A modification I would make to the *outline of unit lessons chart* is to create a clearer differentiation between *tasks* and *talk*. Since *tasks* are meant to require critical thinking beyond the recognition and recall level of Bloom's Taxonomy, these tasks needed to be critical thinking tasks that were directly related to the content of what was being taught. In the future, I would change those tasks to help students think critically about the topic, which was my original intent, however for some reason it did not turn out how I had expected or planned. This is possibly the case, because this was the first time that I was really focusing on backward design and in the future I need to sharpen my skills to be able to write clearer objectives, assessments and outcomes.

The *talk* section of the grid needed to explain what the students were required to do. For example students were expected to describe, define or exchange information using a specific tense or grammatical concept while using interpersonal, interpretive or presentational activities. Although I ended the final lesson with a presentational activity, the steps of these lessons should have more clearly defined how the activities would help the students build from words to form sentences, then sentences to form paragraphs and then finally from paragraphs to form the final

presentation. I feel that the family pedigree chart was ideally scaffolded to do just that: bring students from one word answers to full paragraphs and finally their presentations. The problem that I saw with the majority of my objectives in the talk section was that the students were not held accountable for their communication because there was not a quiz or tangible evidence to show that they had met the speaking objective. In the future, ideally, the talk tasks will define very clearly what the students have learned by being measureable, either in a written quiz or an oral quiz of some sort.

I have been asked how my teaching has changed through this process of creating and editing a unit lesson plan. I used to teach primarily using the textbook as well as the provided activities in the book. I also used the audio and video selections the textbook provided. Because my students make fun of the textbook videos and audio and are bored when we use them, I have searched for more *authentic* and interesting materials. I have used the internet to find *authentic* media, which has allowed the students to hear accents from many countries, and has thus allowed them to more readily be able to comprehend what native speakers of Spanish are saying. Not only are the students able to understand what *native* speakers are saying, they are also more involved in speaking in Spanish in class. As the internet has grown in functionality, I have expanded my use of *authentic* texts to be relevant, current and applicable to the grammar and topic we are currently studying in the class. I feel that because of this, students were more willing to try speaking in the target language, without such apprehension as I have seen previously. Speaking in Spanish, has become a normal and regular part of everyday classes.

In a few of the lessons, including lessons three and four, the original objectives were not clear communicative goals. Many of the objectives were written as tasks and were not clear objectives. In the future, I would need to rewrite those objectives so that they are more

meaningful, purposeful and achievable. I would also need to write clearer assessments that measured whether or not the objectives were met.

If I could go back and change the assessments, I would have added more written quizzes at the end of lessons. The students could have easily shown what they understood through simple five question quizzes. This would have also provided data to back up the quality and validity of the objectives and assessments.

When asked if the objectives and assessments supported student learning, I would say that overall they did, because of the way that I scaffolded the lesson plans to help students know what to do each step of the way. A vast change in my teaching has come through my use of scaffolding lessons, assignments and projects. Students were more readily able to understand how to speak by conjugating specific verbs that were being taught in class. The way the vocabulary was taught was one form of scaffolding that helped students vocabulary to create sentences which then easily morph into paragraphs and then into their final presentations. I saw so much more success with the students, because instead of feeling overwhelmed with a daunting task like a final project, they felt that it was a reachable end result as they mastered each step along the way. I also noticed that it was easier for me as a teacher to monitor their progress. I noticed that students who normally would not engage in classroom activities were able to because of a new level of understanding and comprehension in vocabulary mastery, verb conjugations and sentence structure. As I observed their learning, I knew that they were ready to move onto the next step.

Often there were students who might not generally finish a project because they get stumped along the way. One very effective thing I saw due to scaffolding assignments that lead up to a big project, was the opportunity for me as a teacher to see where those students were

getting discouraged. When I knew where they were struggling, I was better able to guide them to the next step without them feeling as frustrated or defeated as they normally would. I was also able to celebrate their success with them in the final project, rather than the normal feelings of frustration or defeat for not turning in their final project.

Scaffolding helped support students' success because it makes larger tasks more easily achievable when they were laid out step by step. One of the lessons that was scaffolded as effectively as it could have been was the book *La mejor familia del mund*. Even though this book was applicable to the topic of *la familia*, it was not the ideal book to use for the low level of grammar that the students were used to in the way that I did the lesson plan. This book uses many of the tenses of the verbs *ser*, *estar*, *poder*, *imaginar*, and so it was confusing to students because they were recently learning Spanish. My purpose in using this particular book was that it would be used as a segue to introduce the idea of other tenses in the language. Briefly we talked about the different tenses and the students were able to at least able to sample a bit of the varying tenses that are found in the Spanish language. It was not ideal because it got us off topic, however, if it were taught in a more effective way in the future, I think it could be a really great way to supplement the topic of family.

Generally, I feel that this entire unit was meaningful to students and something that will enhance their desire to continue to learn languages. I think it helped them feel confident in their abilities to conjugate the main verbs *ser*, *tener* and *gustar*. The students were able to personally share with their families their family presentation and the *quinceañera* dance that they learned. They were also able to create a dessert while following a Spanish recipe and share that with their class members and family. They were able to recognize the importance of family and cultural traditions as well the importance and uniqueness of their individual families through the lesson

plans and the final family video presentation. I feel that the objectives that were initially sought after were met for the most part, with the need (as mentioned previously) to edit the actual objectives and assessments. Traditionally, worksheets and fill in the blank tests are some of the ways that teachers measure growth and achievement in regular foreign language classrooms, however, I feel that to make an impact on students these days, especially in language, they need to feel a personal connection to the subject and the assignments. I tried to combine written assessments with formative assessments. I wish I had given the opportunity for students to show what they understood through written assessments instead of just formative verbal assessments. Although, the overall unit was not as well planned out as it could have been, in the end I believe that the memories at the *quinceañera* celebration and the family video presentations will be something that the students have to treasure for a long time. Hopefully, the effects of this unit will help the students continue to take language classes and enjoy learning about other cultures. As I have traveled the world, I also hope that these lesson plans will also create a desire for students to visit different lands and countries in the future.

References

- American Council on the Teaching of Foreign Languages. (2015). *World-Readiness Standards for Learning Languages*. Alexandria, VA: Author.
- Bateman, B. (2014). Communication and other C's: A study of what Portuguese instructors want in textbooks. *Portuguese Language Journal*, 8. Retrieved from <http://www.ensinoportugues.org/wp-content/uploads/2014/10/What-Portuguese-Instructors-Want-in-Textbooks-final1.pdf>
- Boyles, P.P., Met, M., Sayers, R. S, & Wargin, C. E. (2004). *Realidades*. Upper Saddle River, NJ: Pearson Prentice Hall, Print.
- Brinton, D. M., Snow, M. A., & Wesche, M. (2003). *Content-based second language instruction*. Ann Arbor, MI: University of Michigan Press.
- Center for Advanced Research in Language Acquisition. (2013, March 13). *Backward design*. Retrieved from http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html Accessed 12/17/2014
- Committee for Economic Development. (2006). *Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security*. Washington, DC: Author. Retrieved from ERIC database. (ED502294)
- Culture shock. (2014). In Merriam-Webster online dictionary. Retrieved from <http://www.merriam-webster.com/dictionary/culture%20shock>
- Eskey, D. (1997). Syllabus Design in Content-Based Instruction. In M. A. Snow & D.M. Brinton (Eds.), *The content-based classroom* (pp. 26-28). New York: Longman.
- Hadley, A. O. (2001). *Teaching language in context* (3rd ed.). Boston: Heinle & Heinle.

- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Montgomery, C. (2014). The transformative power of performance-based assessment. *The Language Educator*, 9(2), 42-46, 53.
- Paige, R. M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange, & Y. A. Yershova (Eds.), *Culture as the core: Integrating culture into the language curriculum* (CARLA Working Paper #15, pp. 47-111). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5-33. Doi:10.1177/0033688212473293
- Stoller, F. L., & Grabe, W. (1997). A Six-T's approach to content-based instruction. In M. A. Snow & D. M. Brinton. (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 78-94). New York, NY: Longman.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. (2nd expanded ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Wilhelm, J. D. (2012). Essential Questions. *Scholastic Instructor*, 122, 24-25. Retrieved from: <http://www.scholastic.com/teachers/article/essential-questions>
- Winkelman, M. (1994). Cultural Shock and Adaptation. *Journal Of Counseling & Development*, 73(2), 121-126.
- Young, D.J.(1999). The standards definition of culture and culture instruction in beginning and intermediate Spanish textbooks. *Northeast Conference Review*, 45, 17-22.

Appendix A

Lesson Plans

Lesson 1: Tradiciones de mi familia y del mundo

Lesson 2: La Quinceañera: ¿Qué es y por qué la celebran?

Lesson 3: Quinceañera Dance Practice

Lesson 4: ¿Quiénes son los miembros de la familia?

Lesson 5: Los gustos de la familia

Lesson 6: ¿Cómo es mi familia?

Lesson 7: La mejor familia del mundo

Lesson 8: Work on Family Project

Lesson 9: Rough Draft Work Day

Lesson 10: La Familia: Project Presentations

Lesson 1: Tradiciones de mi familia y del mundo

Standards-based Objective: Students will be able to use interpersonal communication to talk about the different traditions they have in their families and culture compared to their classmates and other cultures in the world.

Students will compare and contrast their family traditions with other cultures using the verbs *ser* and *hacer* correctly as well as be able to talk about their family traditions using possessive adjectives.

Assessment Task:

Student will fill out a Venn diagram with comparisons of their family and cultural traditions to their classmates as well as to other cultures.

Context for the Lesson:

Students will make comparisons of their traditions in their families and culture to other cultures from around the world.

Social Issue:

Students will compare their family traditions to their classmates' and to other cultures.

Culturally Authentic Materials:

Students will view authentic pictures and videos from other countries.

Content from Other Disciplines:

Students will connect with other cultures through pictures talk about historical reasons they have those traditions.

Targeted Grammatical Structure: Possessive adjectives, *Ser* and *Tener*

Key Vocabulary Words:

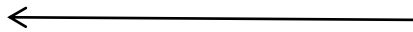
- 1) La familia
- 2) La Tradición
- 3) La Cultura
- 4) La Costumbre
- 5) La Pascua
- 6) El día de acción de gracias
- 7) La Navidad

Lesson 1: Tradiciones de mi familia y del mundo

1. **Warm-up:** Students will do the bell ringer and answer the question: ¿Cuál es una tradición que tiene tu familia? After writing their answer in a complete sentence and sharing their answer with their partner, I will call on 5 students to share their answers with the class. (5 min)
2. **Contextualized Experience:** Students will compare and contrast their personal and cultural traditions with their team. Then students will compare and contrast their traditions with other cultures while filling out a Venn diagram. (15 min)
3. **Focus on Meaning:** Students will compare and contrast their personal and cultural traditions with other cultures. They will watch a video of a Spaniard dancing the flamenco in Spain and will add the difference in traditional dancing in different countries to their Venn diagram. (15 min)
4. **Focus on Form:** Students will use the verbs *ser* and *tener* as well the possessive pronouns to write complete sentences about traditions in their families. (5 min)
5. **Focus on Communication:** Students will use talking tokens to take turns discussing different familial traditions as compared to their partner and other cultures in the world. (5 min)

POST-ACTIVITIES:

6. **Closure:** The last slide of traditions on the PowerPoint introduces the quinceañera. As a class we will discuss what the similarities and differences there are between the quinceañera and celebrations Americans have. (10 min)
7. **Homework:** Students will draw 3 traditions they have as well as 3 new traditions they just learned about that other cultures do. They will write down the tradition in Spanish in a complete sentence. (15 min)
8. **Assessment Task:** Students will have filled out their two Venn diagrams by the end of class. They will keep them for use in later assignments.



To watch video of Spaniard dancing the flamenco in Spain.

instrucciones:

1. Sigue las instrucciones del maestro
2. Llenen los espacios con tradiciones

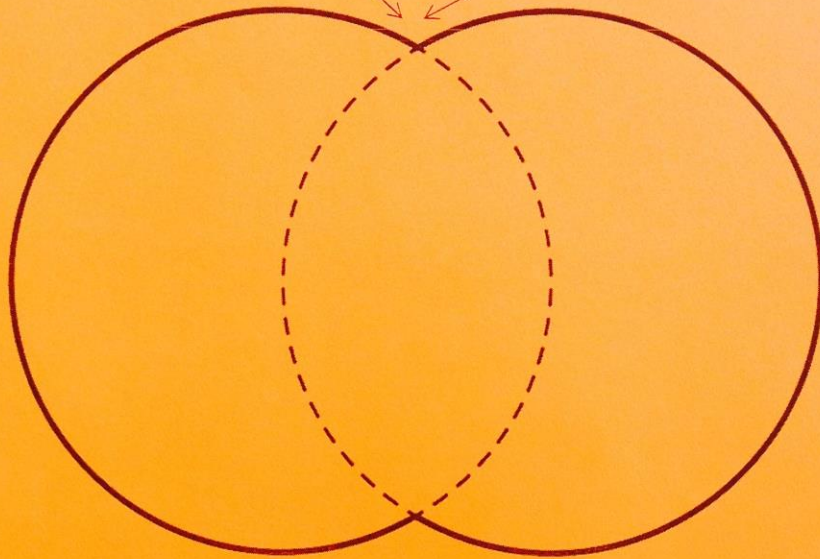
Las Tradiciones

Hora _____

Fecha _____

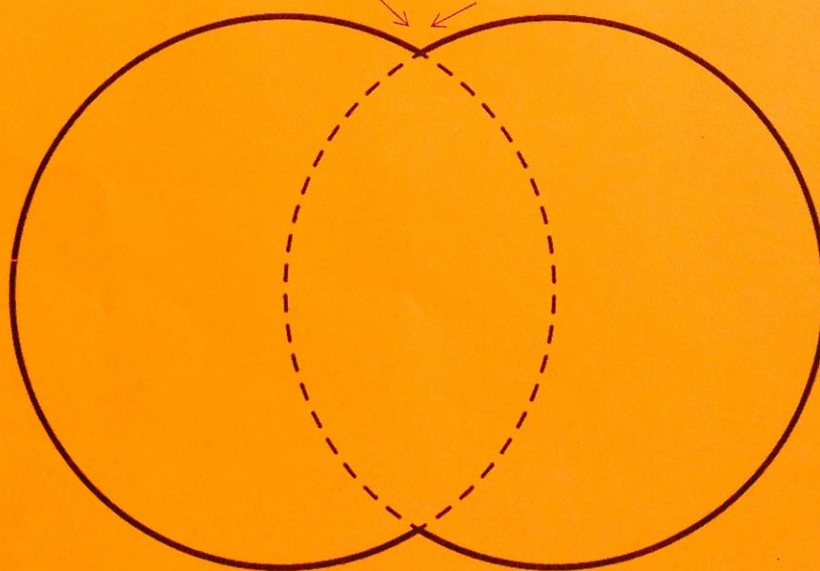
Mi familia

La familia de
mi compañero/a



Tradiciones en
los E.E.U.U.

Tradiciones en otras
partes del mundo



Nombre _____ Hora _____ Fecha _____

Tradiciones de mi familia y el mundo

Direcciones:

1. Dibuje 3 tradiciones de tu familia y 3 tradiciones de culturas en otras partes del mundo.
2. Escriba una oración sobre cada tradición y la locación o país de esta tradición.

Lesson 2: La Quinceañera: ¿Qué es y por qué la celebran?

Standards-based Objective: Students will be able to use interpersonal communication using the vocabulary on their worksheet, to talk about the differences between the quinceañera, its symbols, and the difference between how certain countries celebrate it and the significance of the tradition in the different cultures.

Students will compare and contrast the different countries where they celebrate the quinceañera as well answer questions in complete sentences using the verbs *ser* and *tener* correctly as they communicate in complete sentences. Students will also learn the origins of the word quinceañera and then summarize what they understood to their partner.

Assessment Task:

Student will fill out a worksheet as they follow along with the PowerPoint in class and take two quizzes about what they learned.

Context for the Lesson:

Students will understand the history of the quinceañera as well as compare the way the celebration is celebrated in different countries.

Social Issue:

Students will compare the different American traditions that are similar to the quinceañera.

Culturally Authentic Materials:

Students will view authentic pictures and videos from two quinceañera celebrations and have to answer questions about them.

Content from Other Disciplines:

Students will connect with other disciplines by reading an article about the history of the quinceañera and learn the symbols of the quinceañera.

Targeted Grammatical Structure: *Ser* and *Tener*

Key Vocabulary Words:

- 1) Quince
- 2) Años
- 3) La misa
- 4) La Biblia
- 5) La ultima muñeca
- 6) El vals
- 7) El pastel
- 8) La invitación

La

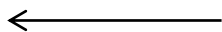
1. **Warm-up:** Students will do the bell ringer and answer the question: ¿Qué es una quinceañera? (2 min)
2. **Contextualized Experience:** Students will scan the QR code and read the article about the quinceañera. Students will rally back and forth explaining things they understood about the history of the celebration. (10 min)
3. **Focus on Meaning:** Students will compare and contrast the different holidays we have in the U.S. that could be similar to the symbolism of the quinceañera as they follow along on the PowerPoint. They will write down what they think. (7 min.)
4. **Focus on Form:** Students will use the verbs *ser* and *tener* and learn the origin of the word quinceañera. Students will use the new vocabulary as they identify them in the video they watch of an authentic quinceañera fiesta. (10 min)
5. **Focus on Communication:** Students will answer questions with their partners as well as in front of the class after they have had time to discuss the answers on the PowerPoint and their pink worksheet. (5 min)

POST-ACTIVITIES:

6. **Closure:** The students will take a quiz on the different countries that celebrate the quinceañera. They will also take a mini quiz on the different things they see in the video that show the symbols of the quinceañera growing up and being accepted as a woman in society. (15 min)
7. **Homework:** Students will make and take the invitation to their very own quinceañera home and share it with their parents. (15 min)
8. **Assessment Task:** Students will have filled out the pink follow along sheet and turn it in after they have answered the questions.



The Quinceañera
PowerPoint can be
found here.



The invitation sent out to parents in an email:

Les hacemos una cordial invitación a la celebración de una fiesta y cena de la clase de Español I de Lakeview Academy con motivo de celebrar una celebración de cultura de Los trece. Les invitamos a esta fiesta el 25 de abril de 2015 a las cinco de la tarde en el gimnasio #1 de Lakeview Academy.

Pueden invitar a sus familiares más cercanas como los abuelos o tíos, pero pedimos que no haya niños. Sólo los padres y abuelos, tíos, y familiares más cercanos.

Hemos hecho un baile especial y una cena cultural para disfrutar. Esperamos tu asistencia en ese día especial para los jóvenes de Español I 3B/5A de Lakeview.

You are cordially invited to a celebration dinner and party for Lakeview Academy's Spanish I class 3B/5A. It will be a cultural celebration of the traditional quinceañera. We invite you to this celebration April 25, 2015 at five in the evening, which will be held in gym 1 at Lakeview Academy.

We invite parents and close family members including aunts, uncles, grandmas and grandpas.

We ask that no children attend. This is a special night for parents and their Spanish I child.

Parents and grandparents are invited to attend. No small children please. This is a night of elegance, that your child will show what they know and enjoy the company of important adults in their life. We look forward to seeing you there.

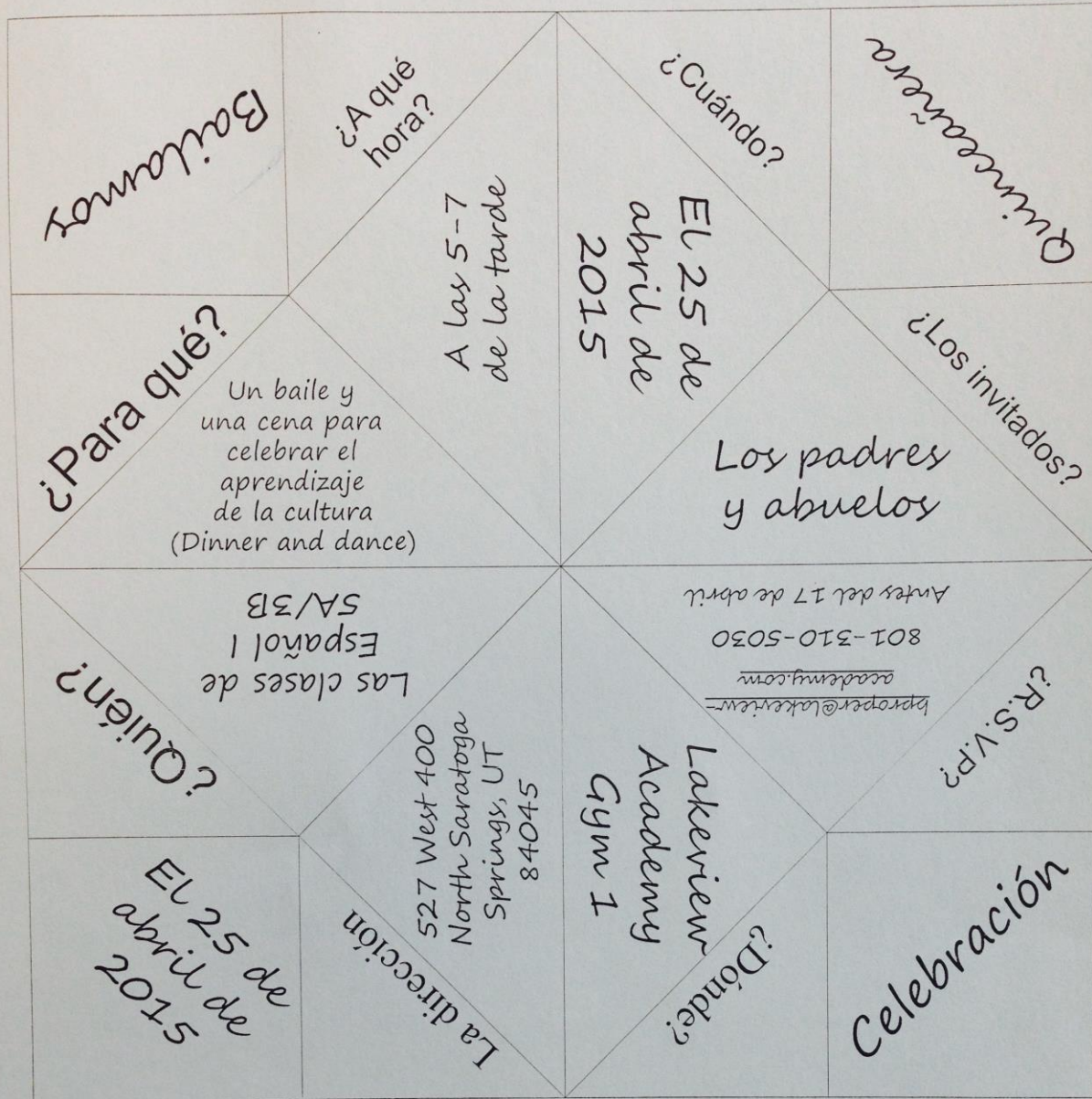
We have created and practiced a special dance to be presented that evening along with a cultural dinner to enjoy. We hope for your attendance this special evening for your children in Spanish I at Lakeview Academy.

*Business casual or church dress preferred

*This activity is a part of students' grade. Students will need to bring a dessert to share from a Spanish speaking country.

Because this is a night of special recognition of your student, we ask that you write a nice letter to your child to let them know how proud of them you are. You can bring it early to Miss Proper and it will be used as part of the decorations or bring it that night. Thank you.

Please R.S.V.P with how many guests will be attending, by April 17, 2015 by emailing Señorita Proper or calling her. If you would like to help with decorating, party preparations or anything else, please contact Miss Proper.

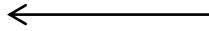


1. Print and cut round outside of cootie catcher
2. Fold in half and in half again
3. Open out, turn over so top is blank and fold each corner into the middle
4. Turn over and repeat
5. Turn over so you can see the pictures
6. Slide your thumb and your finger behind 2 of the pictures and press together so they bend round and touch
7. Turn over and repeat with the thumb and finger of the other hand for the other two pictures
8. All the pictures should now be at the front with centres touching and you are ready to use your cootie catcher!

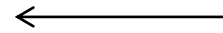
www.downloadablecootiecatchers.wordpress.com



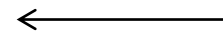
Quinceañera
Dance we follow in
class.



Live
quinceañera
with symbols



The history of
the *quinceañera*
webpage
Students read
with partner.



Nombre _____ Hora _____ Fecha _____

EL VOCABULARIO:

- Tradición El árbol de la navidad
- Familia Las damas
- Huevos de pascua Los chambelanes
- La cena La misa
- Abuela El Cojín
- Nieta Las flores
- La calabaza Quinceañera
- El pavo La historia
- Día de acción de gracias El cetro
- El vestido El anillo
- El vestimiento Los aretes
- La medalla La medalla

La Biblia

- El ramo
- La misa
- La entrada
- La última muñeca
- Los zapatos de tacón
- El vals
- El pastel

1. ¿Cuáles dos palabras crean la palabra quinceañera? _____ + _____ = quinceañera

2. ¿Cuál es la historia de la quinceañera?

3. ¿Cuáles son las tradiciones que tenemos en E.E.U.U. que son similares?

- a. _____
 - b. _____
 - c. _____
4. ¿En las fotos siguientes, quien es le enfoque?
5. ¿Por qué?
6. ¿Cómo son las invitaciones?

a. _____

b. _____

7. ¿En cuales países es la quinceañera tradicional?

a. _____

b. _____

c. _____

8. ¿Cuál es el propósito de la celebración de la quinceañera?

9. ¿Quién la coordina?

a. _____

b. _____

10. ¿Dónde lo hace?

11. ¿Cuántas personas hay en el tribunal?

12. ¿Cómo es el vestido de la quinceañera?

a. _____

b. _____

13. ¿Cómo es el vestido de las damas?

14. ¿Cómo es el vestimento de los chambelanes?

15. ¿Por qué toma una clase de religión ella?

a. _____

b. _____

16. ¿Qué es la misa?

17. ¿Cuáles cosas usan durante la bendición?

Nombre _____ Hora _____ Fecha _____

- a. _____
- b. _____
- c. _____
- d. _____

18. ¿Cuáles regalos recibe ella y que representan ellos?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

19. ¿Qué simboliza la ultima muñeca?

20. ¿Qué representan los zapatos de tacón?

21. ¿Cómo se llama el baile especial?

22. ¿Con quién mas baila ella?

23. ¿Cómo es el pastel?

a. _____

b. _____

24. ¿Qué ves en el video de que hemos hablado?

- La ultima muñeca
- El pastel
- La vals

- Los zapatos de tacón
- La Biblia

• El baile con el papá

• La entrada

Por lo siguiente escriba una cosa diferente de cada país.

25. Puerto Rico

a. _____

b. _____

26. Cuba

a. _____

b. _____

27. La republica dominicana

a. _____

b. _____

28. El Salvador

a. _____

b. _____

29. Honduras

a. _____

b. _____

30. Perú

a. _____

b. _____

Lesson 3: Quinceañera Dance Practice

Standards-based Objective: Students will be able to know the difference between the commands *muévete/muévale*, *date vuelta/ dale vuelta* and *córrete/córrale* as well as be able to understand that the different endings represent the *tú* and *Ud.* forms.

Students will be able to read an invitation to a *quinceañera* and answer questions about it. They will be able to perform their dance in front of their parents and they will learn that there are indeed multiple songs that are famous and commonly used for the *quinceañera* celebration including a very common song for the daddy daughter dance.

Assessment Task:

Student will fill answer questions about the invitation for *quinceañera* and they will show that they know how to work with a partner by dancing and learning the steps in class.

Context for the Lesson:

Students will understand the dance they are going to perform and ask themselves why the waltz is a common and popular dance to do for this celebration.

Social Issue:

Students will learn about the popularity of the song they are dancing to as well as find other common songs used for the *quinceañera* celebrations.

Culturally Authentic Materials:

Students will answer questions about a real *quinceañera* invitation and learn a dance based on a dance from an authentic

Content from Other Disciplines:

Students will connect with physical education by dancing and moving around in class.

Targeted Grammatical Structure: *Bailar, córrete, Darse vuelta, Moverse*

Key Vocabulary Words:

- 1) *Muévete/Muévale*
- 2) *Date vuelta/ dale vuelta*
- 3) *Córrete/Córrale*
- 4) *Baila*
- 5) *Allí*
- 6) *Aquí*
- 7) *Da vuelta*

Lesson 3: Quinceañera Dance Practice

1. **Warm-up:** Students will do the bell ringer and answer the question: ¿Cómo se llama el nombre del baile que vamos a practicar? Then we will watch the video of the dance we will be doing. (5 min)
2. **Contextualized Experience:** Students will look at an authentic invitation to a quinceañera party and answer what time the “Misa” is, the date and time of the celebration and the address. (7min)
3. **Focus on Meaning:** Students will think about and answer the question: Why do they traditionally dance a waltz at the quinceañera? Students will talk with their partners and then the teacher will call on 3 students to share their answers. (5 min)
4. **Focus on Form:** Students will practice the dance for the majority of the period and speak in the target language as much as possible. (40 min)
5. **Focus on Communication:** Students will show that they understand the language by using the correct verbiage with the commands *córrete, Date vuelta and muévete*. (7 min)

POST-ACTIVITIES:

6. **Closure:** I will tell them who the singer of the song is and assign the homework and ask them if they believe there are more songs that are common and popular to use with the quinceañera to discuss what the similarities and differences. (7 min)
7. **Homework:** Students will find out what country Chayanne is from and inquire if there are other popular songs used for the quinceañera celebrations. (15 min)
8. **Assessment Task:** Students will show that they understand the language by using the correct verbiage with the commands *córrete, Date vuelta and muévete*.



←
Jessica's Song Dance

Lesson 4: ¿Quiénes son los miembros de la familia?

Standards-based Objective: Students will be able to use interpersonal communication to talk about the names of family members using their vocabulary words.

Students will be able to tell who is who in a family using their vocabulary words and the verb *llamarse*. They will be able to talk about family relationships in complete sentences. They will also talk about specific relationships people have with each other using the verb *ser* and the preposition *de*.

Assessment Task:

Student will play a game while they listen to video and put vocabulary words in the correct place. As they learn the vocabulary, they will compete to find the words that are introduced before the other class members. They will have a quiz on the new vocabulary and then peer review the quiz to correct it the best they can without teacher assistance. Lastly they will fill out a lime worksheet as they follow along with the PowerPoint in class.

Context for the Lesson:

Students will understand that the family make-up is different from other families in other cultures and even in their own culture.

Social Issue:

Students will talk about who is in a family and what some might consider to be normal and others might consider different.

Culturally Authentic Materials:

Students will watch and listen to an authentic video about a family tree and play a game while they learn the vocabulary.

Content from Other Disciplines:

Students will connect with other disciplines by reading and learning vocabulary. They will connect with sociology by recognizing the difference in family construct.

Targeted Grammatical Structure: *Ser, llamarse, Tener, de*

Key Vocabulary Words:

- 1) Mamá
- 2) Papá
- 3) Hermano/a
- 4) Abuelo/a
- 5) Tío/tía
- 6) Cuñado/a
- 7) Hay

Lesson 4: ¿Quiénes son los miembros de la familia?

1. **Warm-up:** Students will do the bell ringer and answer the question: ¿Quiénes son los miembros de la familia? as we look at a picture of my family. We will discuss it as a class and introduce some of the vocabulary words by looking at a family picture and verbally labeling the members. (10 min)
2. **Contextualized Experience:** Students will watch a video and place vocabulary words and names in the form of a family tree as they hear the words in Spanish. They will watch the video twice and correct any mistakes. (10 min)
3. **Focus on Meaning:** Students will then play another game and in a team try to find the vocabulary word that we are talking about first. Students have to watch and listen as they play this game in order to win. (15min)
4. **Focus on Form:** Students will use the verbs *ser* and *tener* as well as the word *hay* to describe who the members of the family in the pictures are. (15 min)
5. **Focus on Communication:** Students will use talk about the members of the family as we go through the PowerPoint. They will fill in section 1 and 2 on their lime green paper. We will discuss how family dynamics are different in cultures and even in our very own classroom. (10 min)

POST-ACTIVITIES:

6. **Closure:** We will talk about who they consider to be their family and who lives in their house with them. (10 min)
7. **Homework:** Students will draw their house floor plan and label it with the vocabulary words as well as the name the person and use the phrase “*Se llama*”. (15min)
8. **Assessment Task:** Students will have filled out their green worksheet, played two games and learned new vocabulary in the process. They will also be able to know how to talk about specific relationships people have with each other using the verb *ser* and the preposition *de*.



↑ Use this video for the
family tree game activity.

Yo	Tengo	Tenemos	Nosotros
Tú	Tienes	Tenéis	Vosotros, vosotras
Él, ella, Ud.	Tiene	Tienen	Ellos, ellas, Uds.



→ The family PowerPoint can be found here.

Las reglas del juego

- Estás en una competencia con tu compañero y con toda la clase.
- Cuando les muestro un dibujo de la palabra de vocabulario, vas a buscar la tarjeta de vocabulario.
- El primero en el equipo gana la tarjeta
- El primero en la clase gana un punto para el equipo.
- Todos los equipos necesitan una marcadora
- Persona #1 busca una marcadora.
- ¿Listos?

Los padres/los papas



□ El papá

□ El padre



□ La mamá

□ La madre



Las mascotas

El perro



El gato



¿Quiénes son los miembros de la familia?



La familia

Hora _____

Fecha _____

Instrucciones:

1. Escuchen las instrucciones de la profesora
2. Llenen los espacios con las direcciones presente

1

¿Quiénes son los miembros de tu familia? (#5 vas a describir los miembros de la familia)

- Mi abuelo
- Mi padre
- Mi madre
- Mi padrastro
- Mi madrastra
- Mi hermano
- Mi hermana
- Mi hermanastro
- Mi hermanastra
- Mis tíos
- Mis tías
- Mis primos

5

Regresaremos a
#5
Luego...



2

¿Con quién vives tú?

*Dibuja en
cuales
cuartos viven
las personas
en tu casa.*



María

Carmen

La madre

Raúl

Luis

El padre

Juan

Pedro

Los hijos

Leticia

El

El hijo

Carlos

hermano

La hija

Ana

La

Los

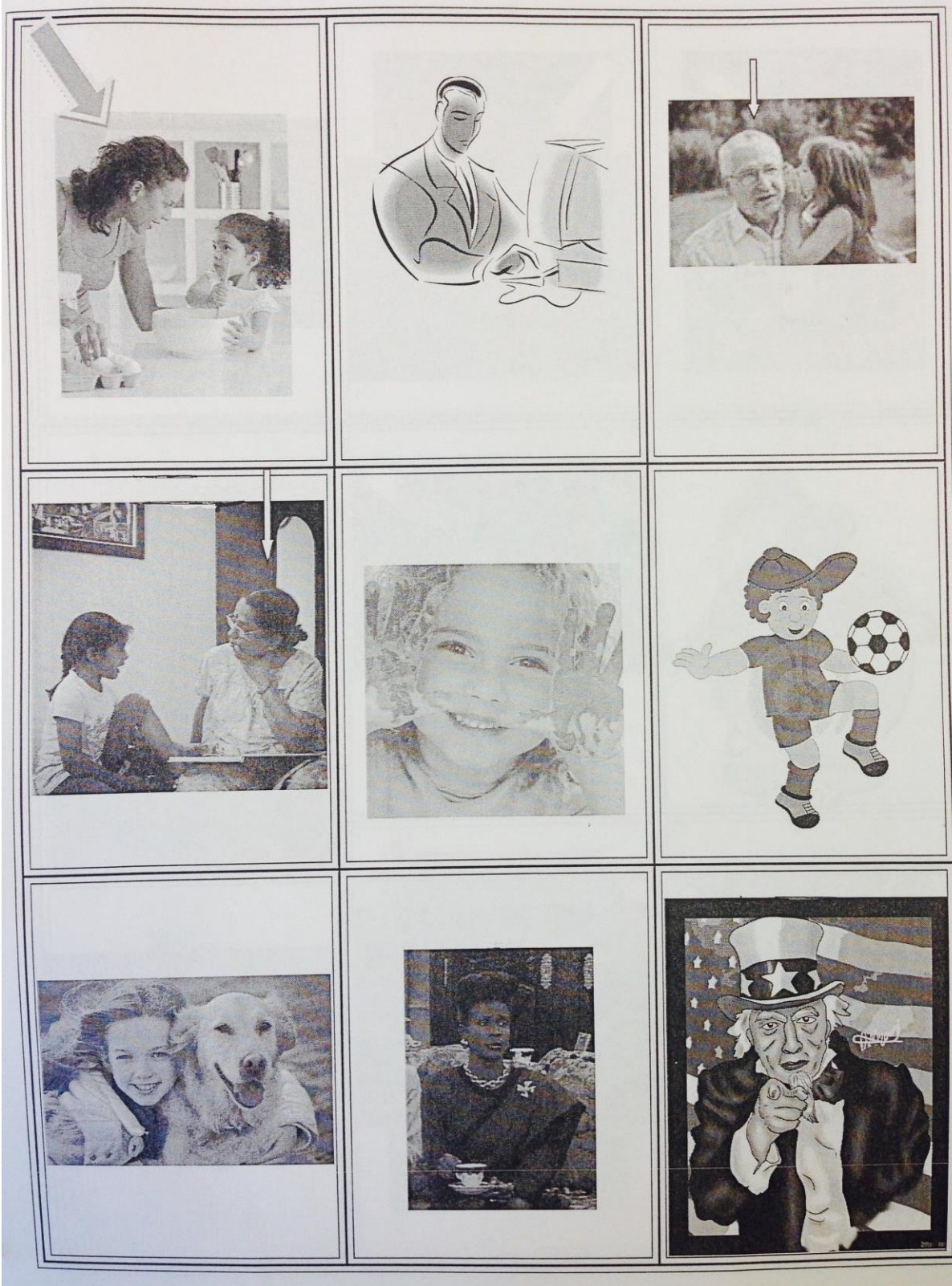
Alfredo



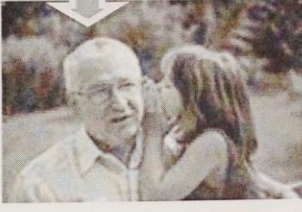





hermana

abuelos

Los padres

El abuelo



<p>La mamá La madre</p> 	<p>El papá El Padre</p> 	<p>El abuelo</p> 
<p>La abuela</p> 	<p>La hija</p> 	<p>El hijo</p> 
<p>La mascota</p> 	<p>La tía</p> 	<p>El tío</p> 

donnayoung.org

Lesson 5: Los gustos de la familia

Standards-based Objective: Students will be able to use indirect object pronouns with the verb *gustar* to describe things that people like in their families as well as other families.

Assessment Task:

Student will verbally describe the likes and dislikes of the families the in pictures using the verb *gustar*. Then for homework, they will fill out a pedigree chart about members of their family, which will be used later on their project.

Context for the Lesson:

Students will understand that families are unique and that different people consider different familial practices normal i.e.: grandma and grandpa living in the same house as the children and grandchildren.

Social Issue:

Students will compare their living situation with other families in their class as well as those seen in the presentation.

Culturally Authentic Materials:

Students will view authentic pictures and videos that explain family relationships and living situations.

Content from Other Disciplines:

Students will connect with language arts by learning more in-depth about indirect object pronouns and grammar.

Targeted Grammatical Structure: Ser, gustar, hacer

Key Vocabulary Words:

- 1) Gustar
- 2) Bailar
- 3) Nadar
- 4) Cantar
- 5) Estar juntos
- 6) Pasar tiempo
- 7) Los gustos

Lesson 5: Los gustos de la familia

1. **Warm-up:** Students will follow up with the homework from the previous class period. We will talk about who lives in their house and who they consider living with normal. (5 min)
2. **Contextualized Experience:** Students will compare and contrast their personal living situation with other families they know and view a few pictures of other family living situations. (10 min)
3. **Focus on Meaning:** Students will talk about what families in the slides like. They will use the verb *gustar* correctly when talking about the family members likes and dislikes. (20 min)
4. **Focus on Form:** Students will use the verb *gustar* to talk about the likes and dislikes of family members and themselves. Students will focus on using the indirect object pronouns correctly. (15 min)
5. **Focus on Communication:** Students will talk about individuals in their families by picking random flashcards from their pile. They will talk about those specific family members with their teammates. (10 min)

POST-ACTIVITIES:

6. **Closure:** Students will start to fill out their family pedigree chart and be able to talk about at least 3 likes of each family member on their pedigree chart. (10 min)
7. **Homework:** Students will finish filling out their family pedigree chart and be able to talk about at least 3 likes of each family member on their pedigree chart. (15 min)
8. **Assessment Task:** Students will fill out their family pedigree chart and be able to talk about at least 3 likes of each family member on their pedigree chart.

Mi abuelo- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tiene?

Mi abuela- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tiene?

Mi abuelo- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tiene?

Mi abuela- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tiene?

Mi Papá- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tengo?

Mi Mamá- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tengo?

Mi hermano- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tengo?

Yo- _____
1. Me gusta _____
2. Me gusta _____
3. Me gusta _____
¿Cómo soy?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tengo?

Mi hermana- _____
1. Le gusta _____
2. Le gusta _____
3. Le gusta _____
¿Cómo es?
1. Descripción física (3)
2. Características personales (3)
3. ¿Cuántos años tengo?

Lesson 6: ¿Cómo es mi familia?

Standards-based Objective: Students will describe the unique characteristics of their family.

Assessment Task:

Student will compare and contrast the families they see on the PowerPoint as they fill out a Venn diagram. Students will continue to fill out their pedigree chart by adding 3 physical characteristics and 3 personality characteristics of each family member on their chart.

Students will be able to use interpersonal communication to talk about the differences between the people in their families and the people in the pictures. They will also be able to describe the qualities both physical and characteristics of their family members on their Venn Diagram and write a paragraph about their family and 5 questions for their classmates to answer.

Students will compare and contrast different families. They will use the verb *ser* and *tener* correctly as they communicate in complete sentences and describe personal characteristics and physical characteristics of individuals in families.

Context for the Lesson:

Students will understand that not every family is the same in the world and that is okay. Students will describe the unique characteristics of their family.

Social Issue:

Students will compare what their family is like to their partners' as well as to others in the world.

Culturally Authentic Materials:

Students will view an authentic video of people describing their family members.

Content from Other Disciplines:

Students will connect with sociology to see that not all families are the same and that it is okay. Students will use a Venn diagram to compare and contrast.

Targeted Grammatical Structure: *Ser, Tener, possessive pronouns*

Key Vocabulary Words:

- 1) ¿Cómo?
- 2) Él
- 3) Ella
- 4) Yo
- 5) Características físicas
- 6) Características personales
- 7) Adjetivos

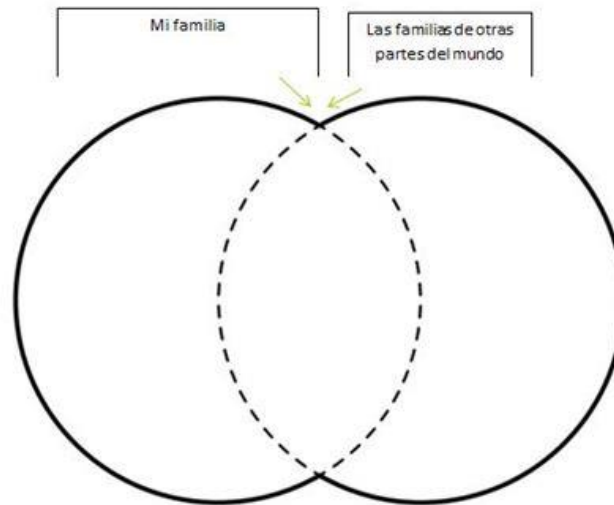
Lesson 6: ¿Cómo es mi familia?

1. **Warm-up:** Students will do the bell ringer and compare and contrast their family to other families that they see on the PowerPoint. They will answer the question: *¿Cómo son los miembros de esta familia?* verbally to their partner. (10 min)
2. **Contextualized Experience:** Students will write down the answers to questions while they watch authentic videos of people describing their family members. (15 min)
3. **Focus on Meaning:** Students read questions and write down the answers in their journal to the questions on the board. They will share their answers with their shoulder partner and create Venn diagram to show the differences between their family and their partner's. (20 min)
4. **Focus on Form:** Students will use the verbs *ser* and *tener* to describe their family members on their pedigree chart. They will describe 3 physical characteristics and 3 personality characteristics. (10 min)
5. **Focus on Communication:** Students will use talking tokens to take turns describing people in the pictures. (6 min)

POST-ACTIVITIES:

6. **Closure:** Students will read a paragraph about my family and answer questions about it. They can do this alone or in groups. They get to choose. This will prepare them for their upcoming homework assignment. (15 min)
7. **Homework:** Students will write a summary of their family in the same way I wrote a paragraph about my family. The students will then ask the class 5 questions. (45 min)
8. **Assessment Task:** Students will have filled out their two Venn diagrams by the end of class. They will keep them for use in later assignments.

Students will compare and contrast their family members to the family members they see in the pictures. *On the PowerPoint all of the slides are separate.



- ¿Cómo es la madre?
- ¿Cómo es la prima Marta?
- ¿Cómo es el padre?
- ¿Cómo son sus hermanos?
 - El hermano
 - La hermana
- ¿Cómo es su hermana?
- ¿Cómo es la hermana Clara?



*(Use the second half of this video to answer the questions above).

¿Cómo es mi familia?

Hola, Yo me llamo Becca. Yo tengo veintinueve años. Yo soy la más joven de mi familia. Mi padre se llama Juan. Él falleció. Mi madre se llama Fran. Recién ella se casó con mi segundo padrastro Hal. Mi mamá tiene cincuenta y seis años. Yo tengo tres hermanos, un hermano y dos hermanas. Mi hermano se llama Mike. Él tiene treinta y nueve años. Él tiene seis hijos, cinco hijos y una hija. Su esposa estaba embarazada con gemelos Brock y Brody, y por eso tienen seis niños en doce años. Mi hermana Melissa, tiene treinta y ocho años. Ella tiene un esposo quien se llama Mark y también cuatro hijos. Todos son chicos. Mi otra hermana se llama Liz. Ella tiene treinta y seis años. Ella tiene un esposo, mi cuñado que se llama Mike también, como mi hermano Mike. Ellos tienen dos hijos y dos hijas. Sus hijos se llaman Austin, Amberly, Tyler y Ashley.

Direcciones: Da respuesta a las preguntas de acuerdo con lo que lees.

1. ¿Cuántos hermanos tengo? _____
2. ¿Cuántas hermanas tengo? _____
3. ¿Cuántos sobrinos tengo en total? _____
4. ¿Cuántas sobrinas tengo? _____
5. ¿Cuántos sobrinos (varones) tengo? _____
6. ¿Cuántas personas hay en mi familia? _____
7. ¿Cuántos años tengo yo? _____
8. ¿Cómo se llama uno de mis cuñados? _____
9. ¿Cómo se llama uno de mis sobrinos? _____
10. ¿Cómo se llama una de mis sobrinas? _____

TE TOCA A TI...

EN EL OTRO LADO escribe un poco de tu vida para preguntarles a tus amigos. Necesitas escribir un párrafo de tu familia y por lo menos cinco preguntas.

Usa oraciones como estas:

- Yo tengo _____.
- Él/ella se llama _____.
- Él/ella tiene _____ años.
- A él/ella le gusta _____.
- Él/ella tiene ...
- Él/ella es ...

Lesson 7: La mejor familia del mundo

Standards-based Objective: Students will be able to use interpersonal communication to talk about what it means to be a perfect family and answer questions to realize that though families are different and unique, they each have positive qualities.

Students will read and listen to a story in the target language and recognize and discuss the different forms of the following verbs in different tenses: *ser, tener, estar, poder, imaginar*. Students will use their language to write complete sentences by answering descriptive questions about their family as a whole and about individual family members.

Assessment Task:

Students will discuss what characteristics their families have. Students will answer questions and write the answers down. Students will create a chain that represents their family. Students will complete sentences by filling the blank on a worksheet.

Context for the Lesson:

Students will understand that even though their family might not be perfect they can look for positive qualities in their family.

Social Issue:

Students will discuss what the ideal family is and discuss the idea that every family has good qualities.

Culturally Authentic Materials:

Students will view an authentic video book called “La mejor familia del mundo” and other video clips in Spanish.

Content from Other Disciplines:

Students will connect with sociology and health by analyzing how the family dynamic affects health relationships.

Targeted Grammatical Structure: *Ser, Tener, Estar, Poder, Imaginar*

Key Vocabulary Words:

- 1) Mejor
- 2) Mundo
- 3) Pasteleros
- 4) Piratas
- 5) Perfecta
- 6) Astronautas
- 7) Correrros
- 8) Jubilada

Lesson 7: La mejor familia del mundo

1. **Warm-up:** Students will do the bell ringer: *¿Cuál es la mejor familia en todo el mundo?* With their teams, students will write down adjectives that describe the best family in the world. (5min)
2. **Contextualized Experience:** As a class we will watch some videos and answer questions about what our family members are like. There are different questions for each video clip. (15 min)
3. **Focus on Meaning:** We will read an audio story in Spanish and students will think about what it means to have the best family in the world. They will ask themselves what they like about their family. (15 min)
4. **Focus on Form:** Students will pay attention to the audio book and write down the different tenses of the verbs *ser, estar, poder, imaginar* and *tener*. Students will draw a picture of the vocabulary words they hear in order to help them understand the story better. (10 min)
5. **Focus on Communication:** Students will talk to their team and answer four questions about what they now think the ideal or perfect family is. (5 min)

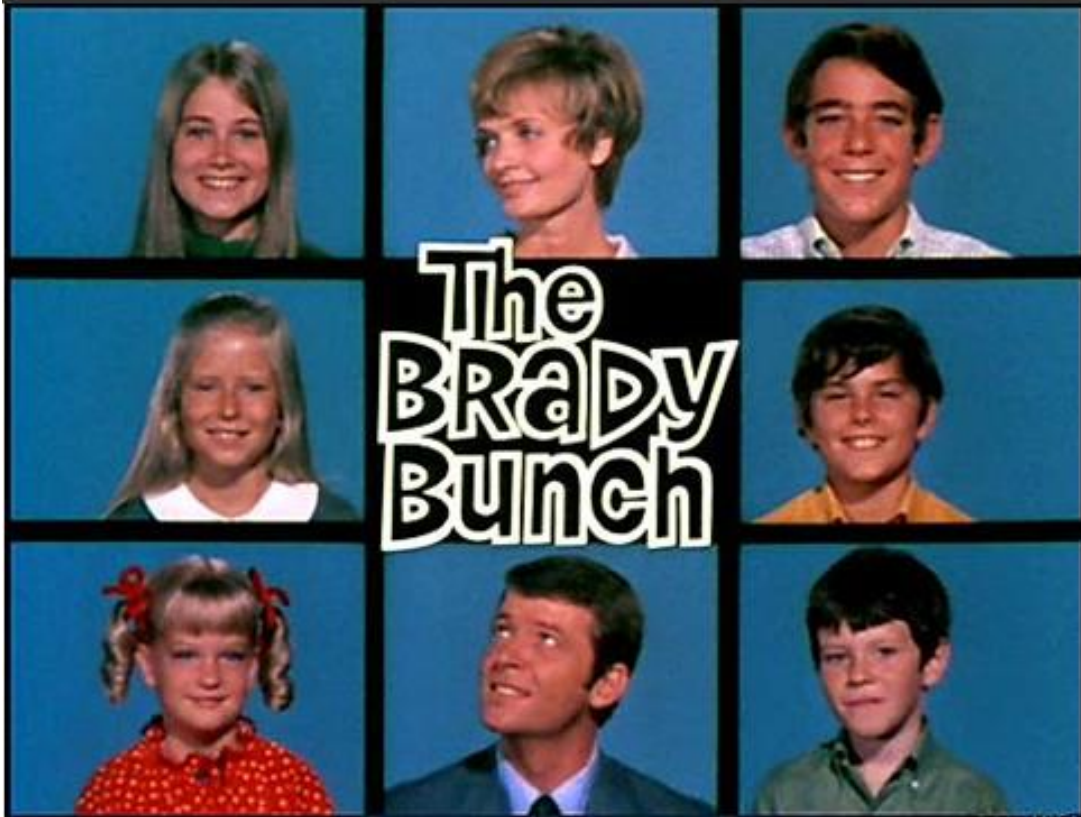
POST-ACTIVITIES:

6. **Closure:** Students will write about specific questions on the board that describe their family. Then they will write down their answers on colored strips of paper to create a chain of their family. (20 min)
7. **Homework:** Students will fill out the lime green worksheet #3 for homework defining what a family is. (10 min)
8. **Assessment Task:** Students will have answered a lot of questions verbally as well as written them down. Students will have discussed what the best family looks like. Student will find positive characteristics in their family and create a chain representing their family.



- http://viewpure.com/RjL_z6UcM0E?ref=search
- La mejor familia del mundo)

¿Qué define una familia?



Una familia es ...



Una familia es ...



¿Cómo son tus padres?

■ http://viewpure.com/eMzejXYKT_Y?ref=search (Los Increíbles)



¿Cómo son tus papás?



■ <http://viewpure.com/hlvnpMCuO-l>

- ¿Es orgulloso de ti?
- ¿Tiene vergüenza o es atrevido?



¿Cómo es tu familia? ¿Es "normal"?

<http://viewpure.com/7YVZhde2OAE> (La cena de familia)



<http://viewpure.com/YNsvyq4Oxco> (Jack Jack)



¿Cómo es tu familia?



<http://viewpure.com/hnxx48vo>



¿Qué hace tu familia como rutina?

<http://viewpure.com/gsNdOaFxt1s> (Los tres gatitos)



3

¿Qué es una familia?

1. Una familia es _____.
2. Una familia _____.
3. Una familia _____.
4. Una familia _____.
5. Hay _____ en una familia.
6. Una familia tiene _____.
7. Algunas familias a veces _____.
8. Tiene que _____ en una familia.
9. Una familia es _____.
10. En tus propias palabras ¿Qué es una familia?

- Amor/odio
- Luchan/aman
- Comunicarse
- Muchas cosas
- Juega
- Muchas personas/pocas personas
- Pasa tiempo juntos
- niños
- Habla
- Comunica

La mejor familia del mundo



La Gramática: Escribe una forma diferente de cada palabra que escuchas

1. Ser
2. Estar
3. Poder
4. Imaginar
5. Tener

El Vocabulario: Escribe o dibuja la definición de cada palabra de vocabulario

1. La Mejor familia del Mundo
2. Pasteleros
3. Piratas
4. perfecta
5. tigres
6. popular
7. astronautas
8. Correrros
9. Seguros
10. Jubilada

1. Describe en unos adjetivos los miembros de tu familia. (Por lo menos 5)
2. ¿Qué hace tu mamá y papá para el trabajo?
3. ¿Cuáles talentos tienen los miembros de tu familia?
4. ¿Cuáles son algunas cosas positivas que describan tu familia?
5. ¿Cuáles características perfectas tiene tu familia? (Nombra 5 por lo menos)

Direcciones: Con las respuestas de las preguntas arriba, vas a crear una CADENA FAMILIAL.



1. Corta algunas hojas de papel de color

NOTA: Puedes tener colores diferentes para cada persona de tu familia o puedes escribir cosas diferentes en cada hoja y usar un color distinto por cada miembro de la familia. Es tu cadena. Puedes hacer lo que quieras.

2. Escribe una palabra u oración que describe un miembro de tu familia.
3. Continúa escribiendo palabras u oraciones descriptivas de tu familia (por lo menos 5)
4. Conecta las hojas de papel y agrúpalas juntas.
5. Comparte con tu compañero de hombro los miembros de tu familia.
6. Llévanlas a casa y compártalas con tu familia.
7. Puedes ponerlas en tu cuarto o casa. Como quieras.



Lesson 8: Work on Family Project

Standards-based Objective: Students will be able to use interpersonal communication to talk to each other about the expectations of the project. Students will be able to form sentences that are grammatically correct in order to create a final product that shows that they know how to conjugate verbs in the present tense, use adjectives and present their knowledge in the form of a family project. In the family project, students will describe their family members and be able to speak to present information about their families using the verbs *ser*, *gustar* and *tener*.

Students will read, listen and understand examples of the projects presented in class. They will be able to recognize and understand the verbs *ser*, *gustar* and *tener* when people are using them in their example presentations.

Assessment Task:

Student will start their rough draft of their project if they have not already started. They will use the materials they have been creating the entire unit to create an easy layout for the ground work of their project.

Social Issue:

Students will feel free to create their project as they would like as long as it follows the parameters set by the rubric.

Culturally Authentic Materials:

Students will view videos and examples to guide them in the creation of their project.

Content from Other Disciplines:

Students will connect with other disciplines by learning about expectations of projects, how to use a rubric and meet deadlines.

Targeted Grammatical Structure: *Ser, Tener, gustar*

Key Vocabulary Words:

- 1) Los requisitos
- 2) El contenido
- 3) Las frases completas
- 4) La fluencia
- 5) La pronunciación
- 6) Fluye
- 7) A tiempo
- 8) Los puntos
- 9) El proyecto

Lesson 8: Work on Family Project

1. **Warm-up:** Students will do the bell ringer and answer the question: ¿Están listos para empezar tu proyecto de la familia? After writing their answer in a complete sentence and sharing their answer with their partner, I will call on 5 students to share their answer out loud. I will have the first student ask the question to the next student and so forth so that they get used to asking and answering the questions. (5min)
2. **Contextualized Experience:** Students will see examples of other projects that students have done in the past as well as introductions from television shows to get ideas for their projects. (15 min)
3. **Focus on Meaning:** Students will review the due dates for their project that they have known about for the last two weeks so that there is not any confusion about the expectations and due dates. Students will focus on meaning by reviewing the videos that are shown as examples and what the different types of descriptive adjectives are used by each one. (7 min)
4. **Focus on Form:** Students will remember that they have been studying the verbs *ser*, *tener*, *gustar* as well the possessive pronouns and should be able to use them correctly to write complete sentences about traditions in their families. (5 min)
5. **Focus on Communication:** Students will take turns reading the rubric out loud to their partner. This will remind them of the expectations and the mini oral exam the day of their presentation. (7 min)

POST-ACTIVITIES:

6. **Closure:** Students will spend the remainder of the class working on their projects and getting help as needed. (30 min)
7. **Homework:** Students will need to work on their projects and bring the rough draft to class next time. (30 min)
8. **Assessment Task:** Students will have read and understood the expectations of the final family project and will start on their rough draft in order to be prepared for next class.

Instrucciones para el proyecto

Fechas límites

1 mayo – árbol la familia con descripciones, los gustos y edades

1 mayo- tradiciones de la familia

Foto de tu familia y fotos de individuales con descripciones –7 mayo

Final Draft of Script - 13 mayo

Instrucciones para el video o proyecto

- 1) Presenten cinco miembros de tu familia (mínimo)
- 2) Digan cuantos años tienen
- 3) Describen cada persona (3 características físicas y 3 d personalidad)
- 4) Expliquen los gustos de cada persona.
- 5) Describen 3 tradiciones de tu familia
- 6) Incluya una foto de cada miembro de la familia
- 7) Presenten toda la información en forma electrónica u otra manera
entrenamiento

Un ejemplo del proyecto

- <http://viewpure.com/LcFj9Col2Jl> (Jetson's/ los supersónicos) 
- <http://viewpure.com/g1rydD4UeCQ> (introducciones me llamo, soy de..) 
- <http://viewpure.com/yJuhzSWIRb8> (Tortugas Ninja) 
- <http://viewpure.com/ygKGny5gi3k> (Gilligan's Island) 
- Don't make your presentation as boring as this one!
<http://viewpure.com/q00LeM6nDJA> 

4

¿En tus propias palabras qué define una familia?

¿Cómo es tu familia?

¿Cuántas personas hay? ¿Cómo son ellos? ¿Qué les gusta hacer?

Lesson 9: Rough Draft Work Day

Standards-based Objective: Students will be able to use interpersonal communication to talk to each other about the expectations of the project. Students will be able to form sentences that are grammatically correct in order to create a final product that shows that they know how to conjugate verbs in the present tense, use adjectives and present their knowledge in the form of a family project. In the family project, students will describe their family members and be able to speak to present information about their families using the verbs *ser*, *gustar* and *tener*.

Students will use the knowledge they have learned throughout the unit to apply correct grammar of the verbs *ser*, *tener*, *gustar* and *estar* in their presentations. Students will also know how to use indirect object pronouns as well as possessive pronouns

Assessment Task:

Student will correct their peers' rough draft and then proceed to make any grammatical changes they need to after the teacher has corrected specific grammar errors on their paper.

Social Issue:

Students will have their peers review their rough draft for mistakes. This is good because then other students learn by correcting and realize that they are not the only ones that make

Culturally Authentic Materials:

Students will model their presentation after the culturally authentic videos they have already seen in class.

Content from Other Disciplines:

Students will connect with other disciplines by reading and peer reviewing other students' presentations. This is a great skill to have in all subjects.

Targeted Grammatical Structure: *Ser, Tener, Gustar, Estar*

Key Vocabulary Words: (Vocabulary words for this lesson will vary for individual students, but these are some common ones they misspell or use incorrectly.)

- 1) Le
- 2) Les
- 3) Inteligente
- 4) Mide
- 5) Castaño
- 6) Ojos azules
- 7) A mí me gusta

Lesson 9: Rough Draft Work Day

1. **Warm-up:** Students will do the bell ringer and answer the question: *¿Cómo está tu borrador hoy?* After writing their answer in a complete sentence and using the verb *estar* to describe the state of their rough draft, and sharing their answer with their partner, I will call on 5 students to share their answer out loud in a complete sentence. (5 min)
2. **Contextualized Experience:** Students will peer review their rough draft with at least two other students.
3. **Focus on Meaning:** Students will make sure that their sentences and paragraphs make sense, but also give a sense of interest to their presentation so that people will want to watch it.
4. **Focus on Form:** Students will change any grammatical errors that they are told about.
5. **Focus on Communication:** Students will talk to each other and help each other understand grammatical errors with which they were mistaken.

POST-ACTIVITIES:

6. **Closure:** The teacher will make sure to remind the students that all projects are due the next class period and if they have any clarifying questions, they need to ask at that time. (5 min)
7. **Homework:** Students will finish their projects for homework so that they are prepared to present in class the next class period.
8. **Assessment Task:** Students will use all of the materials they have been given throughout the unit to create their final project. Students will be able to talk about their families as a whole and individually using the correct conjugations of the verbs *ser*, *gustar*, *tener* and *estar*.

Los requisitos	LVA Academy Awards 10	Cinemark 8	Sticky Shoe 6	Hulu/Netflix 4
<p>Contenido:</p> <ul style="list-style-type: none"> -miembros de la familia -Descripciones físicas -Foto de cada persona -Nombres -la edad - Los Gustos 	<p>5 miembros</p> <ul style="list-style-type: none"> -Frasas completas -Descripción física (3 de cada persona) - Características personales (3 de cada persona) -Los gustos (3 de cada persona) -3 fotos (una foto de cada persona) 	<p>4 miembros</p> <ul style="list-style-type: none"> -Frasas completas -Descripción física (2 de cada persona) - Características personales (2 de cada persona) -Los gustos (2 de cada persona) -3 fotos (una foto de cada persona) 	<p>3 miembros</p> <ul style="list-style-type: none"> Frasas parciales -Descripción física (2 de cada persona) - Características personales (1 de cada persona) -Los gustos (2 de cada persona) -2 o 3 fotos en total 	<p>Menos de 3 miembros</p> <ul style="list-style-type: none"> -palabras aisladas -Descripción física (1 de algunas personas) - Características personales (1 de algunas personas) -Los gustos (1 de algunas personas) - fotos (1 de algunas personas)
La fluencia	Fluye como el río Provo	Fluye como lava pegajosa de Hawái	Fluye como Manteca de maní con cacahuates	Fluye como el fluff de los bonos
La pronunciación	¿Eres de España? Eres nativo.	Eres de California o Texas, pero no México.	Le falta un poquito, ¿eres de Florida?	Demasiado gringo
Comprensión y conversación con preguntas y respuestas.	Entiendes bien y puedes dar respuestas	Entiendes la pregunta, pero necesitas hablar más.	Le falta un poquito de comprensión.	¿Estamos hablando el español?
¿Llegaste a tiempo?	Perfecto: Llegaste a tiempo	Un poco tarde pero listo para presentar el día correcto	Unos problemas: necesitas más preparación.	Necesitas un reloj para llegar a tiempo

Lesson 10: La Familia: Project Presentations

Standards-based Objective: Students will use the presentational mode to share their family video presentation. The observing students will be able to use interpersonal communication to talk about the points that the presenter earned. They will also talk about the good qualities and need for improvement of the presentation. The students will also use interpersonal communication to ask questions in the target language to the presenter about his/her family members.

Students will present their projects to the rest of the class using the verbs *ser* and *tener* as well as many other verbs correctly as they communicate in complete sentences about their family members. Students will also ask questions about the presentations in the target language and the presenter will be graded on their answer.

Assessment Task:

Student will present their family project and observers will grade it as a team, following a rubric in the target language.

Context for the Lesson: Students will understand that every family is different. Students will also learn that if they do not complete assignments on time that they will be feel stressed and lose points.

Social Issue:

Students will talk about their family and share the unique characteristics of their family.

Culturally Authentic Materials:

Students will create their own authentic presentation to present to the class.

Content from Other Disciplines:

Students will connect with other disciplines by using technology to complete their project. Students will also get in the habit of writing multiple drafts of a paper.

Targeted Grammatical Structure: *Ser* and *Tener*

Key Vocabulary Words:

- 1) Los requisitos
- 2) El contenido
- 3) Las frases completas
- 4) La fluencia
- 5) La pronunciación
- 6) Fluye
- 7) A tiempo
- 8) Los puntos

Lesson 10: La Familia: Project Presentations

1. **Warm-up:** Students will do the bell ringer and answer the question, *¿Estás listo para presentar tu video hoy?* I will organize students in groups so that each group has someone that is ready to present. (5 min)
2. **Contextualized Experience:** Students will be prepared to share their projects. The students viewing the projects will think of questions to ask to the presenter while viewing the video. (50 min)
3. **Focus on Meaning:** Students will compare and contrast their personal family to the other students' in the group.
4. **Focus on Form:** Students will use the verbs *ser* and *tener* as well the possessive pronouns to talk about their families and individual members. They should also focus on their pronunciation in their presentation as they will be judged on fluidity and pronunciation.
5. **Focus on Communication:** Students will take turns asking questions to the presenter about his/her family members. Each student in the group should ask the presenter one question.

POST-ACTIVITIES:

6. **Closure:** Students will get their scores from their team and turn in the packet to the turn in basket.
7. **Homework:** Students will share their projects with their families.
8. **Assessment Task:** Students will have created a project about their family and will hopefully have realized that even though upon initial thought, their family is not always perfect; they are a great family for them.

Presentations

1. Persona numero 1 va a empezar y compartir su proyecto
2. Los demás van a juzgar cuantos puntos merece la presentación después de ver su proyecto.
3. Llenen la rúbrica con puntos ganados.
4. Cada persona necesita escribir una cosa buena de la presentación y una cosa que puede mejorar.
5. Cuando suena la campana, la persona que ya presentó va a presentar a otro grupo, rotando hasta que termine presentando a todos los grupos.
6. Numero 2 va a presentar a los grupos y repetiremos los pasos hasta que todos se han presentado sus presentaciones a toda la clase.

*Extra time at the end of class? Try one of these ideas:

- What experiences are the most memorable experiences you have had with your family?
- Draw a picture/ charades
- 1. Draw a picture of your family experience
- 2. Quick charades (write as many things down that you can think of that you have had fun doing with your family,
- 3. Play the game that you pull out words and have 1 min (in groups to guess what those experiences are)

Appendix B

Samples of Student Assessments

Lesson 1: Tradiciones de mi familia y del mundo

¿Cuáles son algunas tradiciones en el mundo?



Lesson 2: La Quinceañera: ¿Qué es y por qué la celebran?

Nombre	Hora	Fecha	MAY 05 2015
El Vocabulario:	El árbol de la navidad ^{christmas tree}	Las damas-ladies	La Biblia -the bible
Tradición-tradition		Los chambelanes ^{chambelains}	El ramo-bouquet
Familia-family	Las medias-stockings	La misa-mass	La misa-Mass
Huevos de pascua ^{Easter eggs}	El mundo-the world	El Cojín-the cushion	La entrada-entrance
La cena-dinner	E.E.U.U. -USA	Las flores-flowers	La ultima muñeca ^{the last doll}
Abuela-grandma	Quinceañera ^{15th birthday}	El rosario-rosary	Los zapatos de tacón-heels
Nieta-granddaughter	La historia-history	La tiara-tiara	El vals-waltz
La calabaza-the pumpkin	Invitaciones-Invitation	El cetro-the scepter	El pastel-the cake
El pavo-the turkey	El tribunal-court	El anillo-the ring	
Día de acción de gracias-Thanksgiving	El vestido-the dress	Los aretes-earrings	
	El vestimento-the dress code	La medalla-medal	

- ¿Cuáles dos palabras crean la palabra quinceañera? quince + años = quinceañera
- ¿Cuál es la historia de la quinceañera?
 - Dulce quince
 - Los Mayas
- ¿Cuáles son las tradiciones que tenemos en E.E.U.U. que son similares?
 - Dulce 15, Dulce 14
 - Church temple, la iglesia
 - la ceremonias seg radas
- ¿En las fotos siguientes, quien es le enfoque? her, ella
- ¿Por qué? it's her day!
- ¿Cómo son las invitaciones?
 - muy elegante
 - muy complicados
- ¿En cuales países es la quinceañera tradicional?
 -
 -
 -
- ¿Cuál es el propósito de la celebración de la quinceañera?
 -
- ¿Quién la coordina?
 - amigos y familia
- ¿Dónde lo hace? la iglesia
- ¿Cuántas personas hay en el tribunal? 7+7+1=15
- ¿Cómo es el vestido de la quinceañera?
 - largo
 - elegante
- ¿Cómo es el vestido de las damas?
 - vesti dos largos
- ¿Cómo es el vestimento de los chambelanes?
 - elegante suits
- ¿Por qué toma una clase de religión ella?
 - con dios
 - la iglesia
- ¿Qué es la misa? mass, sacrament
- ¿Cuáles cosas usan durante la bendición?

Lesson 4: ¿Quiénes son los miembros de la familia?

Hora _____
Fecha _____

La familia

Instrucciones:

- Escuchen las instrucciones de la profesora
- Llenen los espacios con las direcciones presente

1

¿Quiénes son los miembros de tu familia? (#5 vas a describir los miembros de la familia)

<input checked="" type="checkbox"/> Mi abuelo	✓ Los bisabuelos
<input checked="" type="checkbox"/> Mi padre	□ Los sobrinos
<input checked="" type="checkbox"/> Mi madre	□ Los suegros
<input type="checkbox"/> Mi padrastro	□ Los tíos
<input type="checkbox"/> Mi madrastra	
<input checked="" type="checkbox"/> Mi hermano	
<input checked="" type="checkbox"/> Mi hermana	
<input type="checkbox"/> Mi hermanastro	
<input type="checkbox"/> Mi hermanastra	
<input checked="" type="checkbox"/> Mis tíos	
<input checked="" type="checkbox"/> Mis tías	
<input checked="" type="checkbox"/> Mis primos	
<input checked="" type="checkbox"/> Los abuelos	
<input checked="" type="checkbox"/> bebé	

5

2

¿Con quién vives tú?

el cuarto de mi Papa	el cuarto de Thalia y mi hermano
el cuarto de mi mamá	hermano
el cuarto de mi tres hermanos	

Dibuja en cuales cuartos viven las personas en tu casa.

→

Español I • 2015 • Becca Proper • bproper@lakeview-academy.com

Lesson 6: ¿Cómo es mi familia?

¡muy Bien!

Nombre

AS Fecha 5/7/15

Direcciones:

1. Describan las personas de tu familia (Por lo menos 5)
2. Después de escribir la edad, las características personales, descripción física y los gustos en la hoja que hicimos ayer escríbalo en un párrafo.

Mi papá se llama Josh y él es... super Histerica, le encanta jugar con nosotros y le encantan los juegos de mesa, ese mi papá, Mi papá también le gusta bromear con personas él es estatura media, él es inteligente, él tiene una barba y bigote?

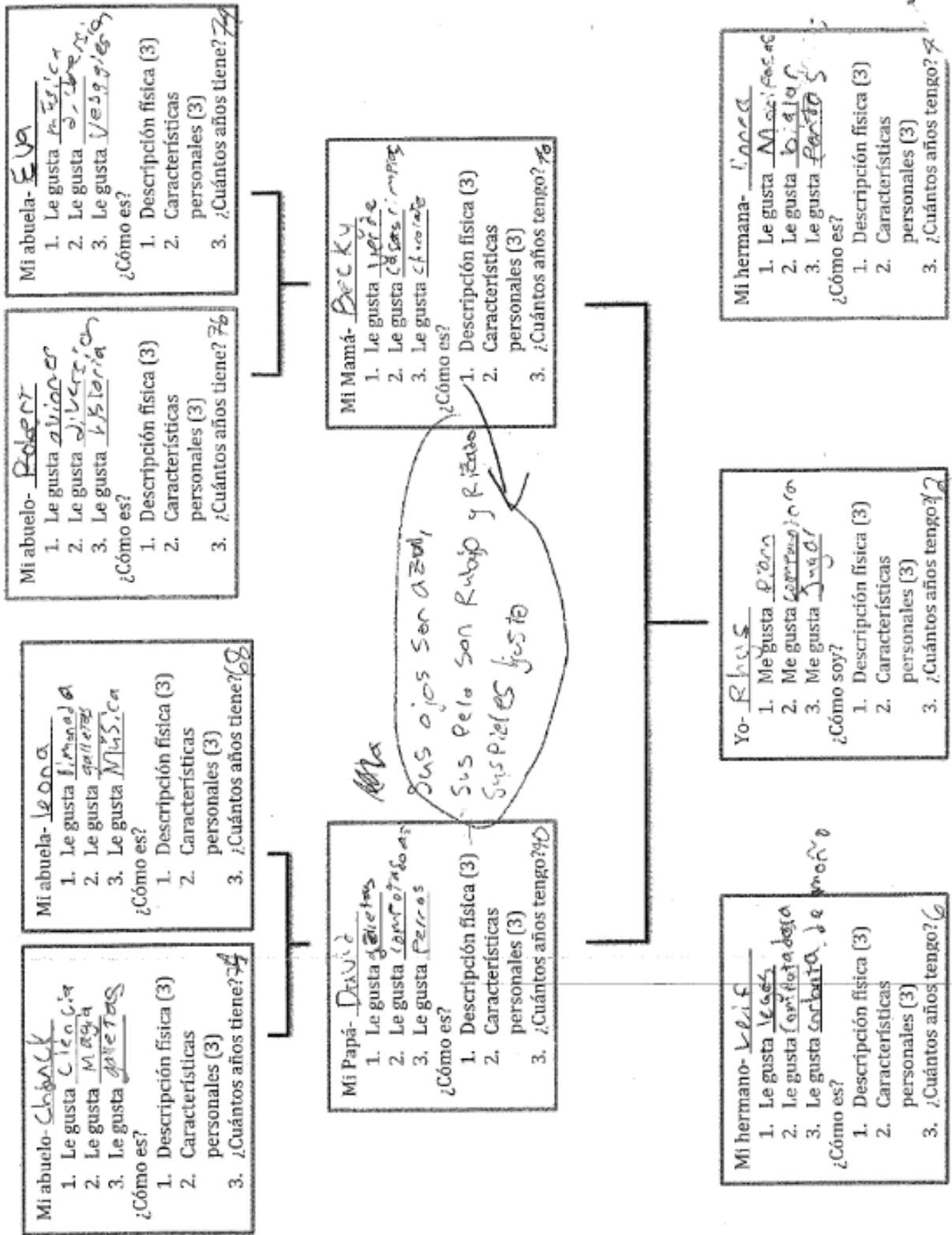
Mi mamá se llama Amber y ella es... Muy inteligente, ella le ama el tiempo familiar, ella también le gusta practicar deportes, ella es de estatura media, ella es un muy buena limpiadora

Mi hermano se llama Jed y él es... Muy deportivo, él le gusta practicar deportes, él le gustan los legos, él es bajo, él tiene cabello corto, él es muy musculoso,

Mi hermano se llama Liam y él es... super lindo y él le encanta la escuela y el fútbol, él le encanta estar con ella, él es muy bajo, él tiene pelo largo, él es muy adorable,

Mi hermana se llama Styn y ella es... super divertida, ella le encanta la escuela y quiere ser maestra cuando ella sea más vieja, ella es muy inteligente, ella tiene pelo muy largo, ella es alta, ella es muy deportista

Lesson 8: Work on Family Project



3

¿Qué es una familia?

1. Una familia es come juntas.
2. Una familia Amar.
3. Una familia Juega.
4. Una familia Pasa tiempo juntos.
5. Hay niños en una familia.
6. Una familia tiene Muchas personas.
7. Algunas familias a veces luchan.
8. Tiene que comunicarse en una familia.
9. Una familia es muchas cosas.
10. En tus propias palabras ¿Qué es una familia?

Some families sometimes

a family has

Una familia siempre estacias juntos.

- Amor/odio - love
- Luchan/aman - fight
- Comunicarse - communicate
- Muchas cosas - many things
- Juega - play
- Muchas personas/pocas personas - many people
- Pasa tiempo juntos - spend time together
- niños
- Habla - speech
- Comunica - communicates
- Come juntas

4

¿En tus propias palabras qué define una familia?

¿Cómo es tu familia?

¿Cuántas personas hay? ¿Cómo son ellos? ¿Qué les gusta hacer?

Una familia es un grupo de personas que ayudan el uno al otro
 Mi familia es bueno. Hay seis personas. Ellos son bien.
 Nosotros gustan pasear en bicicleta y jugando juegos.

Lesson 9: Rough Draft Work Day



Me llamo Jessica. Me gusta nadar, dormir, y pasar tiempo con mis amigos. Yo soy muy emocional, loca, y activa. Yo mido 157 centímetros. Yo tengo pelo marrón. Yo soy bonita. Yo tengo catorce años.

Esta es mi hermana. Se llama Jenae. A ella le gusta pasar tiempo con su hijo, Salem. También, le gusta dibujar y sacar fotos. Ella es muy bonita, ella es una fotógrafa, y ella mide 158 centímetros. Ella tiene pelo corto, ella le importa, y ella tiene veintitres años.

Esta es mi hermano. Se llama Jarrett. Le gusta jugar video juegos, ver la tele, y pasar tiempo con sus amigos. Él es emocional, divertido, y loco. Él es Japonés, tiene pelo negro, y él es lindo. Él tiene siete años.

Esta es mi papá. Se llama Sevell. Le gusta ir al templo, pasar tiempo con nosotros, y le gusta leer. Él es espiritual, emocional, y trabajador. Él es bajo, él tiene pelo rubio, y tiene ojos azules. Él tiene cincuenta y dos años.

Esta es mi mamá. Ella se llama Bonnie. Le gusta leer, montar en bicicleta, y ver la tele. Ella es inteligente, divertida, y agradable. Ella es bonita, baja, y tiene pelo negro. Ella tiene cincuenta años.

Famika Script

1. Mi papá se llama Roberto y él es alto y ~~es~~ fuerte. El trabaja por UPS. A él le gusta jugar Racquetball. A él le gusta cocinar ~~de~~ ^{el} desayuno. A él le gusta ^{of} beisbol. Él ^{es} ~~es~~ cuarenta años.
2. Mi mamá se llama Jennie y ella es muy buena ^{cocinera} ~~en la cocina~~. Ella es buena ^{jardinera} ~~en el jardín~~. Ella es baja. A ella le gusta ^{la} música. A ella le gusta ~~los~~ ^{Jugar} ~~los~~ juegos. Ella ^{es} ~~es~~ treinta y ocho años. Ella es muy inteligente. ^{Jugar} ~~Jugar~~ Cartas ^{tiene} ~~tiene~~
3. Mi hermano se llama Chandler y él es muy divertido, ^{buen deportista.} ~~alto~~ y ~~bueno en el deporte~~. A él le gusta ^{las} ~~los~~ chicas ^y música y fiestas. Él es bueno ^{en el canto} ~~en el canto y juegos~~. Él es ^{cantante y jugador} ~~es~~ diecisiete años. ^{tiene} ~~tiene~~
4. Mi hermano se llama Lincoln y él es muy divertido, ^{activo} ~~alto~~ y ~~hiper~~. Él es bueno en el Karate y artes marciales y juegos. Él es ^{el} ~~es~~ en cuarto grado. Él ^{es} ~~es~~ diez años. A él le gusta Geometría DASH y el Flash y Trafalga ^{tiene} ~~tiene~~
5. Mi perro se llama Sadie y ella es muy divertida y ^{activa} ~~hiper~~ y ~~laca~~. Ella es muy ^{divertida} ~~divertida~~ y asustadiza y baja. A ella le gustan ^{los} ~~los~~ golines y juguetes y correr. Ella ^{es} ~~es~~ once años. ^{tiene} ~~tiene~~

Lesson 10: La Familia: Project Presentations

Ejemplos de los proyectos



<http://Viewpure.com/1hgE1vrt6Ac>
Maxwell



http://Viewpure.com/_m-99821vzm4
Jasmine



<http://Viewpure.com/2p-Gk9Vdmgo>
Joshua



<http://Viewpure.com/aNtpgXgCEdW>
Olivia



http://Viewpure.com/Cn_Oi_pWtqA
Thalía



<http://Viewpure.com/qqL72atWygk>
Jessica



<http://Viewpure.com/UofieLkKzIg>
Tate

No. [redacted] para SA Fecha 5-13-15
 Nombre del grupo que está haciendo la evaluación 2

Los requisitos	LVA Academy Awards 10	Cinemark 8	Sticky Shoe 6	Hulu/Netflix 4
Contenido: -miembros de la familia -Nombres -Descripciones físicas -Edad -Foto de cada persona - Los Gustos	5 miembros -Frases completas -Descripción física (3 de cada persona) -Características personales (3 de cada persona) -Los gustos (3 de cada persona) -5 fotos (una foto de cada persona)	4 miembros -Frases completas -Descripción física (2 de cada persona) -Características personales (2 de cada persona) -Los gustos (2 de cada persona) -3 fotos (una foto de cada persona)	3 miembros Frases parciales Descripción física (2 de cada persona) -Características personales (1 de cada persona) -Los gustos (2 de cada persona) -2 o 3 fotos en total	Menos de 3 miembros -palabras asiladas -Descripción física (1 de algunas personas) -Características personales (1 de algunas personas) -Los gustos (1 de algunas personas) -fotos (1 de algunas personas)
La fluencia	Fluye como el río Provo	Fluye como lava pegajosa de Hawái	Fluye como Manteca de mani con cacahuates	Fluye como el fluff de los bon bones
La pronunciación	¿Eres de España? Eres nativo	¿Eres de California o Texas, pero no México.	Le falta un poquito, ¿eres de Florida?	Demasiado gringo
Comprensión y conversación con preguntas y respuestas.	Entiendes bien y puedes dar respuestas	Entiendes la pregunta, pero necesitas hablar más.	Le falta un poquito de comprensión.	¿Estamos hablando el español?
¿Llegaste a tiempo?	Perfecto: Llegaste a tiempo	Un poco tarde pero listo para presentar el día correcto	Unos problemas: necesitas más preparación.	Necesitas un reloj para llegar a tiempo
Total 47 /50				

Nomb [redacted] Fecha _____
 Nombre del grupo que está haciendo la evaluación _____

Los requisitos	LVA Academy Awards 10	Cinemark 8	Sticky Shoe 6	Hulu/Netflix 4
Contenido: -miembros de la familia -Nombres -Descripciones físicas -Edad -Foto de cada persona - Los Gustos	5 miembros -Frases completas -Descripción física (3 de cada persona) -Características personales (3 de cada persona) -Los gustos (3 de cada persona) -5 fotos (una foto de cada persona)	4 miembros -Frases completas -Descripción física (2 de cada persona) -Características personales (2 de cada persona) -Los gustos (2 de cada persona) -3 fotos (una foto de cada persona)	3 miembros Frases parciales Descripción física (2 de cada persona) -Características personales (1 de cada persona) -Los gustos (2 de cada persona) -2 o 3 fotos en total	Menos de 3 miembros -palabras asiladas -Descripción física (1 de algunas personas) -Características personales (1 de algunas personas) -Los gustos (1 de algunas personas) -fotos (1 de algunas personas)
La fluencia	Fluye como el río Provo	Fluye como lava pegajosa de Hawái	Fluye como Manteca de mani con cacahuates	Fluye como el fluff de los bon bones
La pronunciación	¿Eres de España? Eres nativo	Eres de California o Texas, pero no México.	Le falta un poquito, ¿eres de Florida?	Demasiado gringo
Comprensión y conversación con preguntas y respuestas.	Entiendes bien y puedes dar respuestas	Entiendes la pregunta, pero necesitas hablar más.	Le falta un poquito de comprensión.	¿Estamos hablando el español?
¿Llegaste a tiempo?	Perfecto: Llegaste a tiempo	Un poco tarde pero listo para presentar el día correcto	Unos problemas: necesitas más preparación.	Necesitas un reloj para llegar a tiempo
Total 43 /50	29	8	4	

Appendix C

Evidentiary Pictures and Videos of Lessons

Lesson 1: Tradiciones de mi familia y del mundo



Students take time to think about what family traditions they have and then compare them with their partner.



Students use talking tokens to communicate while talking about traditions in their families and other cultures.



Lesson 3: La Quinceañera Dance Practice



Desserts, decorations, dinner, mints and tiaras for the celebration



Spanish 1 Period 3B



Spanish 1 Period 5A



Lesson 4: ¿Quiénes son los miembros de la familia?



Students work together to create a family tree as they listen to and watch a video.



Students prepare to play family vocabulary game.

Ejemplos del juego de las tarjetas de memoria



Lesson 10: La Familia: Project Presentations

Ejemplos de los proyectos



<http://viewpure.com/lkgEtwf6Ac>
McCaden



http://viewpure.com/_m-9982fzsm4
Jasmine



<http://viewpure.com/2pGK9wDmgc>
Joshua



<http://viewpure.com/dNZpgXgOEdu>
Olivia



<http://viewpure.com/Uja9ajvPLc>
Maxwell



http://viewpure.com/Cn_Ol_pWtQA
Thalía



<http://viewpure.com/quqL72dWygk>
Jessica



<http://viewpure.com/UdieUZKZg>
Tate