**Section I: “C” layer 60 points MAX in this layer** (Each activity worth 5pts. Unless otherwise indicated.) Required to do at least one from each section. Spanish must be spoken during this time. In order to receive credit, you must be on task for in order for me to sign that you’ve completed the tasks. I will only sign off on 2 tasks per day. If finished with your two tasks, please work on a layer B or A assignment. (or review vocabulary/grammar to better prepare for your quizzes!) All tasks are handwritten… in all layers! Please keep all papers in your “file/folder” .

**GRAMÁTICA: *Be prepared for a quiz by the 3rd day with basic skills and more complex by the 5th day.***

1.\_\_\_\_\_\_\_\_\_ a. Listen to the lecture & take notes (1pt/day) 1 \_\_\_\_\_\_ 2 \_\_\_\_\_\_ 3 \_\_\_\_\_\_ 4 \_\_\_\_\_\_ 5 \_\_\_\_\_\_

**or** b. Read and take notes from a textbook. Pres /Pres perf /Pres subj /Subs+S-E,S-C/Non Exist.Claus

2. \_\_\_\_\_\_\_\_ Find 5 *pages* of activities from the book and do it. Schaums: p. \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_ Teach how to use this grammar to a compañero(a) in class (write the outline) and “quiz” them. Show me the

completed quiz. Min. of 3 sections -7 questions each –for a total of 21 questions. (MC, fill in, short answer, etc..)

4. \_\_\_\_\_\_\_\_ Find 3 activities from online (print /show) once complete. Be sure that your answers are correct!

­­­­\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \*\*Remember, **all** layered activities must be related to what we’re studying!\*\*

5. \_\_\_\_\_\_\_\_ With a partner, WRITE a “conversation”, practicing asking and answering as many questions as you can in the tense we’re learning. (Goal is to each ask 10 questions and answer in complete sentences.) **Set your timer**! Goal: 15 minutes min. writing. Both **summarize** in Spanish what the conversation was about. Did it make sense? Was it fluent?

6. \_\_\_\_\_\_\_\_ Create a bulletin board/poster board/ppt/prezi of the tense/grammar concepts we’re studying being sure to include **when** it’s used, **how** to conjugate. *Then create quiz/jeopardy game (min. 5 questions) and “play” with somebody*!

7. \_\_\_\_\_\_\_\_ Create a game (see list) using the grammar concepts we’re studying and play it with compañeros(as) from class.(ie: battleship, jeopardy, charades, Pictionary, etc… answers in complete sent. (20 minutes)

**VOCABULARIO: *Be prepared for a quiz by the 5th day.***

1. \_\_\_\_\_\_\_\_ Create 50 flashcards on cards or on your smartphone (“studyflash” on iphone, \_\_\_\_\_\_\_\_\_\_) and learn them: ie: playing “Guerra” with 1-2 other people, quizzing yourself, etc.. I will quiz you on 10 words. (7/10 correct)
2. \_\_\_\_\_\_\_\_ Do columns of at least 25 words. You may eliminate and add words once you get to the 5th column. Look at the first 4 columns and see which ones you still need to study and which words you can eliminate and then add new ones on the back. Must complete 8 columns total.
3. \_\_\_\_\_\_\_ Create a collage with the vocabulary words you need to learn! Min. 25 Pictures **with vocab. in sentences**.
4. \_\_\_\_\_\_\_\_Crack the code. Write 5 sentences using 4 vocab words (nouns, verbs or adjectives) in each. (20 total) Then using a **dictionary** find the noun, verb or adjective one up or one down in the **dictionary** and replace all 4 of the vocab words for each sentence in this way. Be creative! Once done, have somebody try to crack the code!
5. ­­­­\_\_\_\_\_\_\_\_ Create a game using the vocabulary and play it with compañeros(as) from class. (20 min) (See list)

**Creatividad!**

1. \_\_\_\_\_\_\_\_Find a magazine article in Spanish (online, in the room, library, etc..) Try to stay on our vocab. topic. Read **and** highlight or write the key ideas (main topic + min. 3 supportive elements) and 10 imp. Vocabulary words. Then summarize this article in your own words using 7 of these important vocabulary words. **Use Reading Practice Sheet**
2. \_\_\_\_\_\_\_\_ Write a letter to a friend (min. 8 sentences) using at least 10 words from vocabulary that we’re studying & underline them … be sure that it makes sense & flows! Incl: date/place, “Querido(a) \_\_\_\_\_\_\_\_,” ……..“Con cariño, \_\_\_\_\_”
3. \_\_\_\_\_\_\_\_ Find a newspaper article online (elpais.com, -on my website). Try to stay on our vocab. topic. Read **and** highlight or write the key ideas (main topic, min. 3 supportive elements) and 10 imp. vocabulary words. Then summarize this article in your own words using 7 of these important vocabulary words. Incl. opinion.
4. \_\_\_\_\_\_\_\_Write a song or poem-3 stanzas- about the topic we’re studying… be sure to include vocabulary and grammar concepts we’re learning. “Perform” it for me **or** 3 classmates **or** record it and send **or** play it for me.
5. \_\_\_\_\_\_\_ Create a MC survey in Spanish based on the vocabulary. What is your purpose for asking these questions? **Without** letting anyone know what the purpose is, ask at least 10 questions, from at least 5 different people. EVERYONE must sign their name somewhere on your sheet of paper- answers are **anonymous**.) Once complete, *anaylze the results and summarize* in Spanish what you found out about your classmates based on your “purpose”!

**Hablando en español! Speak for at least 10 minutes in Spanish… no English allowed!**

1. \_\_\_\_\_\_\_\_ Practice Debate: In a group of four, choose a topic and plan a debate. Make at least 3 points each to defend your opinion. Be prepared to summarize the points of the debate in Spanish with a T-Diagram. \*In order to get credit, you must ask a person to listen and critique once ready to debate.
2. \_\_\_\_\_\_\_\_ Story Telling: Using the story cubes create at least 3 different stories that flow alternating when you speak. Min. of 1 sentence per cube and cannot take 2 cubes in a row. \*Ask around to find a person who will listen in and critique once ready to debate. Listener must write critique a critique for each of the stories.
3. ­­­­­\_\_\_\_\_\_\_\_ Conversation: Find a partner or two and plan a conversation based on the vocabulary and Grammar of this unit. When ready to present, ask around to see if there is a person who is ready to listen in and critique. \*In order to get credit, you **must** have a critique from a compañero(a) in class.
4. \_\_\_\_\_\_\_\_ An interview! With a partner, be sure to ask and answer at least 6 questions based on personality, opinions and thought provoking in addition to the basic fact finding questions. When ready to present, ask around to see if there is a person who is ready to listen in and critique. \*In order to get credit, you **must** have a critique from a compañero(a) in class.
5. \_\_\_\_\_\_\_ Art Critic: Find a piece of Art from any latino(a) that you like (prior approval). Tell a story based on this art! You may do this alone (engage your audience). When ready to present, ask around to see if there is a person who is ready to listen in and critique. \*In order to get credit, you **must** have a critique from a compañero(a) in class.

**Escuchando! Use the Listening Activity Sheet for all of these activities. 5 will be homework assignments- Due once per week on Tuesdays. 6th is the one that must be done for Layered C assignments.**

1. \_\_\_\_\_\_\_\_ \***Find a group** that is having a debate, conversation, interview, telling a story or critiquing art. You are going to take notes, showing both sides of the argument/conversation/story on the listening sheet -on the back, write –in Spanish- your own critique/opinion about what they said /how they said it.
2. \_\_\_\_\_\_\_\_ Listen to a **podcast** en español for a min of 3 minutes. Name of the **podcast**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Take notes in Spanish using KWL chart. Min. of 3 bullets about what you heard in each section.
3. \_\_\_\_\_\_\_\_ Listen and **watch a video** on BBCmundo, Univision App, etc.. Name of the **broadcast**: \_\_\_\_\_\_\_\_\_\_\_\_\_

Take notes in Spanish using KWL chart. Min. of 3 bullets about what you heard in each section.

1. \_\_\_\_\_\_\_\_Listen to a **song** in Spanish. What is the title of the song and artist. When writing about what this song is about in Spanish, be specific… (more than just “love”) Be sure to describe the music as well (happy, melancholy, etc..) Grooveshark, Pandora, etc.. NOT a song we did in class!
2. \_\_\_\_\_\_\_ Your choice! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_ Your choice! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section II: “B” Layer - 15 points. Choose only one to present! Include research notes!**

**Presentation day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Must make a personal connection. Engage the audience!**

**There is a separate grade for speaking too.**

1. \_\_\_\_\_\_\_\_ An **interview**! *With a partner, research* a famous latino(a) –present day or in history. Both will be a famous person and both of you will be the interviewer. Both of you must be sure to introduce and ask the basic fact finding questions as well as asking and answering at least 6 questions based on personality, opinions and that are thought provoking. Who will you be? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ And your partner? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_ **ART**! (1) Find a piece of Art from any latino(a) that you lik with what we’re and can be related to the topic we’re studying (prior approval please). For instance, if studying about relationships, find a piece of art that includes people-friends, family, etc.. If it’s about jobs, look for art where people are working. (2) Research and critique this art. Include a brief history / historical influences. (3) In addition, tell us what you think these people in the painting are thinking based on what you see. Be creative! Artist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title of Art: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. ­\_\_\_\_\_\_\_ Research a famous latino(a) –present or past. Make an ***interactive*** **display** that will be displayed. 4 areas of info: personal, family, famous, interesting facts. When presenting, do NOT read from display. Talk to us! Eye contact!
4. \_\_\_\_\_\_\_ Create a 30 second **puppet show** (handmade or using the Apps- puppetpals or sockpuppets). Find an article about relationships (keep it clean!). Based on that article create a puppet show that emphasizes the problems read. In your presentation, you will engage us in resolution conflict. Be sure to include the vocabulary and Grammar concepts we are learning. Resource: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title of Article: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_ Create a **ppt/prezi** (4-5 frames of visual info.) or 3-D bulletin board on the question, “¿Cuáles *son las similitudes y diferencias entre una familia típica un “lugar” (pueblo, cuidad, estado) de Latinoamérica y un lugar los de los Estados Unidos?”* Include visuals on each slide and a title/sentence… the rest is elaborated in your presentation) Be sure to look at the audience when presenting! Talk to us! (Do NOT read.) Last slide must include a review… in the form of questions to promote discussion. (min of 3)

**Section III: “A” layer -25 points for research & opinion-Choose only one question**

**Presentation day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ There is a separate grade for speaking too!**

*(Debate, small group discussion, whole class discussion-Listening and Responding)*

1. \_\_\_\_\_\_\_ ¿Quién es americano (hay muchas definiciones) y que significa ser americano en los Estados Unidos?
2. \_\_\_\_\_\_\_\_ ¿Piensa que todas las personas merece el derecho de tener educación superior por gratis?
3. \_\_\_\_\_\_\_ ¿Piensas que necesitamos reformación de inmigración en los Estados Unidos? ¿Cómo? ¿Por qué?

You must research, read and summarize **in Spanish** three articles. (To be printed and turned in.) Use the specified form for this activity. You must form an opinion on the issue too. (There is no right or wrong opinion.) You will be graded on grammar, spelling, and supporting argument as well as the research correctly cited and summarized.