**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!

**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 about the tenses we’re studying from a textbook and take notes. Preterite/ Imperfect/perfects/past subj /Adverbial+Key

2.. \_\_\_\_\_\_\_\_ Find 5 **pages** of activities from the book(s) and do it. **Schaums**\_p. \_\_\_\_\_\_, \_\_\_\_\_\_\_ , \_\_\_\_\_\_, \_\_\_\_\_\_& \_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_ Teach how to use the this tense (create the outline) to a compañero(a) in class and “quiz” them.

Show me the completed quiz. (min. of 3 sections on the quiz containing 7 questions each total of 21 questions.)

4. \_\_\_\_\_\_\_\_ Find **3 activities** online and print it (or show it to me) 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, have 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! 15 minutes** min. speaking. Then summarize in Spanish what the conversation was about. Did it make sense? Was it fluent?

6. \_\_\_\_\_\_\_\_ Create a bulletin board/poster board/powerpoint of the tense/grammar concepts we’re studying- being sure to include **when** it’s used, **how** to use it and **write a paragraph- 7** **sentences**- underline the verbs/concepts.

7. \_\_\_\_\_\_\_\_ Create a game (see list) using the grammar concepts we’re studying and play it with compañeros from class.

**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 (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)

**Creatividad!**

1. \_\_\_\_\_\_\_\_Find a magazine article (online, in the library, etc..) on the topic we’re studying. Read and Highlight the key ideas/words or write them down and then summarize in Spanish. Min. 6 sentences
2. \_\_\_\_\_\_\_\_ Write a letter to a friend (min. 8 sentences) using at least 10 words from the vocabulary that we’re studying and underline them… be sure that it makes sense and flows! “Querido(a) \_\_\_\_\_\_\_\_\_\_\_,” -“con cariño, \_\_\_\_\_\_\_\_”
3. \_\_\_\_\_\_\_\_ Find a newspaper article online (elpais.com, -on my website). Read and summarize the article in Spanish. Read **and** highlight or write the key ideas (main topic + min. 3 supportive elements) **Use Reading Practice Sheet.**
4. \_\_\_\_\_\_\_\_Write a song 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 survey in Spanish based on the vocabulary. Ask at least 10 questions, from at least 10 different people. Once complete, **tally the results and summarize in Spanish** what you found out about your classmates! What was the **Purpose of this survey! What do you want to find out?** EVERYONE must sign their name somewhere on your sheet of paper- answers are **anonymous**.)

**Hablando en español! Must speak for at least 10 minutes! Start your watches… listeners!**

1. \_\_\_\_\_\_\_\_ In a group of four, 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. \*Ask around to find a person who will listen in and critique once ready to debate. **Listener must use Listening Practice sheet**.
2. \_\_\_\_\_\_\_\_ 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 use Listening Practice sheet**.
3. ­­­­­\_\_\_\_\_\_\_\_ Find a partner or two and plan a **humorous** 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. **Listener must use Listening Practice sheet**
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. **Listener must use Listening Practice sheet**
5. \_\_\_\_\_\_\_ Find a piece of Art from any latino(a) that you like. (prior approval please). Tell a **humorous** story based on this art! You may do this alone or with a partner. 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. And the 6th is the one that must be done for Layered C assignments.**

1. \_\_\_\_\_\_\_\_ \*Find a **group** that is having a debate, conversation or telling a story. You are going to make predictions, take notes and critique. **Listener must use Listening Practice sheet**
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 assignment to present!**

**Presentation day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Be sure to make a personal connection! Min. 2 minutes**

1. \_\_\_\_\_\_\_\_ An interview! With a partner, research a famous latino(a) –present day or in history. One will be the famous person and the other will be famous also. You are interviewing each other Be sure to introduce and ask the basic fact finding questions as well as asking each other and answering at least 6 questions based on personality, opinions and that are thought provoking. Ask each other questions! **Ask about past experiences also… must include pret. & Imp**.
2. \_\_\_\_\_\_\_ Find a piece of Art from any latino(a) that you like that has to do with what we’re studying (prior approval please). For instance, if studying about legends, find a piece of art that includes objects or people that we can relate to, etc.. Research and critique this art. Include historical and sociological influences as well as the art itself and how it reflects what we’re studying at this time. For instance, based on what you see, how could you relate a legend to it? Be sure to tell us about the history of this art and a story… **using the preterite and imperfect**.
3. ­\_\_\_\_\_\_\_ Research a famous latino(a) –present or past. Make an *interactive* display that will be showed at our International Fair at MCHS. Write about their past experiences! Min. 4 areas of info: personal, family, famous, interests (Use the past tenses!)
4. \_\_\_\_\_\_\_ Create a humorous skit or tell a humorous story using the past tenses**… must include Pret and Imp**.
5. \_\_\_\_\_\_\_ Create a 30 second puppet show (hand-made or using the Apps- puppetpals or sockpuppets). Find a children’s story and based on that story create a puppet show that emphasizes the problems the characters encounter. Be sure to include the vocabulary and Grammar concepts we are learning. **Be sure to use the preterite and imperfect tenses!** Use humorto interact with your audience finding a solution to this story’s problem.
6. \_\_\_\_\_\_\_ Create a PPT/Prezi (4-5 slides) or 3-D bulletin board on the question, “¿Cuáles *son las similitudes y diferencias entre una leyenda o una fábula de los EEUU y uno del otro país? ¿Cuáles son? ¿Por qué son importantes?”* 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. Choose only one assignment.**

**Presentation day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Separate grade for speaking.)**

1. Piensas en un cuento, una leyenda o fábula cruel. ¿Es una buena idea que los padres les relata los cuentos crueles a los jóvenes cuando eran niños? ¿Por qué? (¿Por qué fueron escritos?)
2. ¿Es un buen sentido de humor lo más importante para mantener buenas relaciones? ¿Entre amigos? ¿empleados? Sí no, ¿qué es lo más importante?
3. ¿Piensas que **todos** los estudiantes en los EEUU deben aprender un 2º idioma desde niño? ¿Para qué?

You must research, read and summarize three articles in Spanish (use the specified form for this activity). Then you must form an opinion on the issue. Write your opinion on the back (Min. 2 paragraphs min of 7 sent. each.) You will be graded on grammar, spelling, and supporting argument as well as the research correctly cited and summarized.