Unit 6: Un cuento original

*You will be writing an original story in Spanish, with a partner, using the 3 tenses we have learned in Spanish II:* **the present, the preterit and the imperfect***. Along with these three tenses, you will be incorporating all the* **vocabulary themes** *as well! Cleverly done, of course!*

*This is part of your review for the final exam and I will expect you to use your resources, notes, vocabulary foldables, vocabulary lists, partner (ask 3 before me!) BUT NOT your phones. The only time your phone will be used, is to record you and your partner reading this story to us on the 4th day after you have completed your story!*

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**ASK**: You and your partner are going to have to decide on what type of story you want to create: fantasy, fairy tale, romantic, funny, legend, fable, etc…

**IMAGINE**: Who is your protagonist? Antagonist? What are they like? Do they have friends? Where does this take place? Scenery? Season? Time period? What vocabulary will be used when?

**PLAN**: Create an outline of your story. Each person will be writing 3 pages (1/2 of the page will be written- approximately 6-10 sentences per page, the other half will have an illustration.) There will be **Narration** in the past tenses and **Dialogue** when you will be using the present tense. What vocabulary are you going to be using on each of these pages? (Follow the outline on the “Planning page” to help you with this part.)

**CREATE**: Individually, you now begin to write your stories. One person will be do the odd pages and the other person will be do the even pages. This is when it becomes important that you have planned well.

**REFLECT**: As you and your partner complete your individual pages, read together and reflect if you need to create a better transition from one page to the next. Does the story make sense to you?

**IMPROVE**: Peer edit your work, making sure you have fulfilled the requirements and are using the Preterit and imperfect correctly together. Did you incorporate dialogue using the present tense too?

**PUBLISH**: Once your story is complete, you will read it out loud as if you were a mom, dad, aunt, uncle, grandparent, teacher, politician, media specialist, etc… reading to children. Use inflection, animation, expression and tone to create interest in listening!

**\*\*This is a test grade and will be done in class only**.\*\*

 *If you are absent one day, you will need to make up the time during Hot Lunch (A) to catch up on your work. If you are absent 2 days, you will have missed too much of this assignment to benefit you and your partner, so you will need to take an actual test in lieu of this project which will include vocabulary from chapter 6 and knowing how to use the Preterit and Imperfect.*

**Paso 1: (ASK)** What type of story are you and your partner going to create: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paso 2: (IMAGINE)** You and your partner must decide and complete the information below on each of your papers… You should have the same information written down. **Write this information in Spanish!** Use your Vocabulary lists (foldables, transitions, verb list) and the dictionaries that are on the shelf to help you.

Background information: **en español**

|  |  |  |  |
| --- | --- | --- | --- |
| **¿Dónde está ubicado?** Where does it take place? | **¿Qué ve?**Scenery? | **¿En cuál estación está?** Season? | **¿Por cuánto tiempo dura?** Time period/frame? |
|  |  |  |  |

Character Development: **en español**

|  |  |  |  |
| --- | --- | --- | --- |
| **¿Cómo se llama?** Character’s names | **¿Cómo es?** Physical description/occupation | **¿Cómo es su personalidad?** Personality | **Fuertes/Debiles**Weakness/strength |
| Protagonist: |  |  |  |
| Antagonist: |  |  |  |
| Sub character(s): |  |  |  |

**Paso 3: (PLAN)** **Brainstorming**

What is the conflict: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are 2 adversities that must be overcome:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will it be resolved? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ 5 pts**

**Paso 5: CREATE** At this stage you are now writing p. 1 and 2 individually and at the same time. If you need help you may ask each other for questions, but you are ultimately responsible for writing your OWN page.

**Paso 6: REFLECT & IMPROVE** Will need to highlight **- Preterit- RED, Imperfect- GREEN, Present-YELLOW**

After you finish **p. 1 and 2**, please read the story out loud to each other to see where you need to make revisions before proceeding on to page 3 and 4.

 *Show that you have edited and revised your work by highlighting verbs, making comments, correcting errors on your paper and then show me before moving on. You will need to have my signature here in order to receive credit.*

 **Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ 5 pts**

After you finish **p. 3 and 4**, please read the story out loud to each other to see where you need to make revisions before proceeding on to page 3 and 4.

 *Show that you have edited and revised your work by highlighting verbs, making comments, correcting errors on your paper and then show me before moving on. You will need to have my signature here in order to receive credit.*

 **Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ 5 pts**

After you finish **p. 5 and 6**, please read the story out loud to each other to see where you need to make revisions before proceeding on to page 3 and 4.

 *Show that you have edited and revised your work by highlighting verbs, making comments, correcting errors on your paper and then show me before moving on. You will need to have my signature here in order to receive credit.*

 **Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ 5 pts**

**PASO 7: SELF/PEER EDIT** Use the rubric to edit and revise your work making comments in the space provided.

|  |  |  |
| --- | --- | --- |
|  | **Requirements** | **Rate it (5 excellent- 1-Needs improvement) and Comment** |
| **Vocabulary** (10 pts) | Evident that a **variety** of **VOCABULARY** was used from each of the 6 Units and a **variety** of **VERBS**. **Transitions** and **Indicators** used.  | RATE:\_\_\_\_\_ |
| **Grammar-verbs** (20 pts) | **Narration** is done in the 2 past tenses: Preterit & Imperfect. **Dialogue** in the Present. Knowledge of Subject and Verb Agreement | RATE:\_\_\_\_\_ |
| **Content** (10 pts) | 6 pages. Illustrations match the content of each page. Beginning-Middle- End.  | RATE:\_\_\_\_\_ |
| **Structure-Syntax** (20 pts) | Adjective/noun agreement. Verbs like gustar. Comparisons. Negative/Affirmative. **Hace** (length of time) **que** (preterit verb)…Direct and Indirect Object Pronouns | RATE:\_\_\_\_\_ |
| **Comprehensibility** (10 pts) | Easy to understand. (Pronunciation of vowels is clear.) Intonation is good and is Expressive | RATE:\_\_\_\_\_ |

**Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ 5 pts**

**NAMES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

RUBRIC: Un cuento original

 Meets DEADLINES:

|  |  |  |
| --- | --- | --- |
| Pasos 1-3 Ask, Imagine | 5 pts |  |
| Paso 4 Plan and Create | 5 pts |  |
| Paso 5- 6 Reflect and Improve | 15 pts |  |
| Paso 7 Edit and Improve | 5 pts |  |

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| --- | --- | --- | --- |
|  | **Requirements** | **Points possible** |  |
| **Vocabulary** | Evident that a **variety** of **VOCABULARY** was used from each of the 6 Units and a **variety** of **VERBS**. **Transitions** and **Indicators** used.  |  10 pts  | Variety of vocabulary from the units Variety of VerbsUse of Transitions and Indicators |
| **Grammar-verbs** | **Narration** is done in the 2 past tenses: Preterit & Imperfect. **Dialogue** in the Present. Knowledge of Subject and Verb Agreement | 20 pts | Preterit used (RED)Imperfect used (Green)Present used (YellowSubject Verb agreement |
| **Content** | 6 pages. Illustrations match the content of each page. Beginning-Middle- End.  | 10 pts  | RATE: \_\_\_\_ x2 = \_\_\_\_\_ |
| **Structure-Syntax** | Adjective/noun agreement. Verbs like gustar. Comparisons. Negative/Affirmative. **Hace** (length of time) **que** (preterit verb)…Direct and Indirect Object Pronouns | 20 pts | SpellingAdjection Noun AgreementIop and direct object used correctlyVariety of structures  |
| **Comprehensibility** | Easy to understand. (Pronunciation of vowels is clear.) Intonation is good and is Expressive | 10 pts.  | RATE: \_\_\_\_ x2 = \_\_\_\_\_ |

|  |  |
| --- | --- |
| 5 | Excellent! Easily understood. Consistently used correctly- Grammar, vocabulary, structure, etc.. All Content was provided. Evident that you understand the language. |
| 4 | Muy Bien. Some errors but overall good. Some misspellings. Most content was provided. It’s still evident that you understand how the language works. |
| 3 | Bien. Understands how to use it but not consistently. Can demonstrate correct use. Some content may be missing as well. |
| 2 | Necesita mejorar. Needs improvement. There are many errors which makes it difficult to understand. Missing content.  |
| 1 | Can see that you’re attempting to use Spanish but does not demonstrate knowledge of the language. Missing content. |