



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Activities to Promote Language Descriptions of Families
in a Language Classroom for Middle School Students**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

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Especialización en
Enseñanza y aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language



**AJUSCO UNIT
EDUCATIONAL INTERVENTION PROPOSAL**

**Activities to Promote Language
Descriptions of Families in a World Language
Classroom for Middle School Students**

**TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING
ENGLISH AS A FOREIGN LANGUAGE, ONLINE MODALITY**

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México, DF. July 1, 2022



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Introduction

In the specialization in Teaching and Learning English as a Foreign Language, we covered theories that help us understand the aspects of learning a foreign language and the elements that explain the learning process. The didactic and methodological competences provided theoretical knowledge of the “*what*” will be taught inside a classroom. As well as the methodology to use “*how*” we will teach our students and our reasons explaining the “*why*”.

The content in the specialization gave a variety of perspectives and ideas to engage students in developing communication competence to reach language proficiency. Through a variety of strategies and activities students are to acquire the five language skills, which are reading, writing, listening, speaking and oral expression. The methodologies learned enriched previous knowledge with new content and help us as teachers to decide which one is the most adequate for our students based on our social context and learning goals.

In addition to learning a language, this specialization made emphasis in the importance of the intercultural awareness that relates to the learning of a second language. Students also become familiar with cultural practices and celebrations in the target language speaking world. Learning a new language and discovering other cultures is eye opening. Students learn about the countries and people that speak the target language to help them get a better context of the usage of words and ideas. This helps them value different ways of being and to appreciate diversity.

This final project is about my learning experience as a teacher, as a professional and as a continuous learner. I will show my learning enrichment acquired throughout these months by demonstrating evidence in theory and practical ways.

There are five chapters integrated in this document which include the following, chapter one is about my philosophy as an educator and as a language teacher. The second chapter is the methodology and lesson plan designed to promote language descriptions of families in a world language classroom for middle school students. With a set of activities that engage students in developing the five language skills. Included with a project, that gives students the opportunity to demonstrate their knowledge acquired throughout the assignments. Using a variety of tools to assess students and monitor their learning to enhance their experience as language learners by becoming aware of their acquisition process. The third chapter is a reflection and analysis of the outcomes of the project. The fourth chapter is a conclusion of the specialization and project. The fifth chapter is composed of the appendixes and references.

Chapter I

1.01 Personal Language Background

Growing up in different language environments since an early age has been beneficial in my life. Since the age of six years, I was immersed in three different language settings, where I was hearing Mixteco, English and Spanish. At home my parents spoke to me in Mixteco, my first language. I am from the Mixtec region of Oaxaca, Mexico. A region known as “Ñuu Savi” (land of the rain).

When I was six years old my family moved to Seattle, Washington. In school I was taught in English in a natural process by being inside a classroom and environment where I was obligated to speak English, as in a direct method. I remember before going to first grade my dad taught me how to ask the teacher if I could go to the bathroom, he was worried about me not knowing any English on my first day of school as a first grader. One of the activities I remember completing was to color a picture, which was based on a number key that specified the colors to be used. My teacher saw my coloring handout and noticed I didn't follow the number key, I colored in randomly. She pointed to the number key and told me that the colors were mentioned and that I had to follow them. Thus, a lot of my learning was through trial and error. I eventually acquired the language by living in an English-speaking community.

I would hear Spanish occasionally through the tv and in social events. I remember when I was a teenager I would go to the public library and check out books in Spanish. This was due to my awareness of knowing that I wasn't fluent in the language. I wanted to improve my usage, it was a language that I understood, but rarely practiced. While reading the books that I got from the library, I would write down words I didn't know and

look them up. I remember reading “ligero” I had no idea what this word meant, I asked my mom and she told me the meaning. Knowing that there were many words in Spanish that I didn’t know made me want to learn more. With time I became more curious to know more about my roots and about life in Mexico.

Living in the United States as a child and teenager gave me the opportunity to learn about other cultures around the world. Having classmates that spoke other languages and having different ways of seeing the world, made me want to learn more about my own culture. I started listening to music in Spanish and chatting with my family in Mexico daily. This motivated me to learn and practice the language.

Moving to Mexico at the age of sixteen gave me the opportunity to practice Spanish in a real social context with native speakers. I continued my bachelor’s and master’s degree in Mexico and obtained a job in a public elementary school, working with the Secretariat of Public Education of Mexico. After many years I came back to the United States to obtain more experience and learn about different education systems. I currently work with Seattle Public Schools and I have learned a lot in the past three years.

My background with languages and growing up in a multicultural environment has helped me throughout my career as a teacher to help English Language Learner’s as well as foreign language students in their learning process. My experience as a language learner myself has had an impact in the philosophy I have as an educator, in the teaching of a foreign language.

1.02 Philosophy and Theory

I have experience in different classroom settings, teaching English and Spanish as a foreign language with both children and university students. My teaching experience in these past six years have been enriched with different pedagogy methods and theories that have helped me develop a meaningful understanding of teaching a foreign language in Mexico and in The United States. My teaching philosophy is based on the following theories: Affective Filter Hypothesis (Stephen Krashen), The Natural Approach and Acquisition Learning (Stephen Krashen & Tracy Terell) and Sociocultural Theory (Lev Vygotsky). These theories are the foundations behind the assignments, projects, activities and strategies that I implement in my classroom. I will explain the reasons behind each theory and give examples of how I implement them in the practical world.

The first theory is the Affective Filter Hypothesis, concentrates on students' feelings and emotions, which affects students learning a second language. *"Speaking out in a new language can result in anxiety, embarrassment, or anger. These negative emotions can create a kind of filter that blocks the learner's ability to process new or difficult words."* (ESOL CPD, n.d., p. 2) In order to learn effectively students should feel comfortable and understood in a language classroom. One of my goals as a teacher is to have a classroom that generates positive feelings and welcomes students to be their best selves in a pleasant environment. I welcome students to share their ideas and thoughts with a community circle that gives them a chance to talk in class. It's a great community builder that has helped us have more conversations and get to know each other as human beings who are all living the same ups and down in life. Viewing a

classroom as a community and not just as a class has supported my students in being open to how they feel about a variety of topics. Having conversations has helped them be more engaged in our speaking activities in the target language. I give students project-based opportunities to demonstrate their learning. Which have been a result of a lot of fun and helpful to lower student's affective filter. I have seen them working together to collaborate and achieve their learning goals. They demonstrate more motivation to complete activities and take risks when the activity has a real-life communication purpose where they need to communicate with a native speaker or give a presentation in class.

Being in an inspirational space is also part of lowering the affective filter. I personally feel more inspired with an attractive and engaging classroom. Therefore, in my language classroom I have cultural decorations and student work displays. I have cultural representations of the target language country I am teaching. This gives students an opportunity to see the beautiful artifacts made in Mexico. The artifacts capture students' attention and incentives their wonders and motivation of learning more about the language and the culture of the people that speak the language. Student's work is displayed on the front and back side of the door for the school to see the wonderful art that is being created using a foreign language.

The second theory is the Acquisition of Learning developed by Stephen Krashen (ESOL CPD, n.d., p. 2) and Tracy Terell. Krashen stated that the acquisition of a second language is very similar to that of their first language. The goal in my Spanish classroom is to help students acquire the language, instead of learning it. Acquiring a language is something that happens subconsciously. Just like learning ones first

language, it was learnt through a natural process by listening to people around us and growing up with it. Thus, our first language was not learned it was acquired. Therefore, students in my classroom are having daily conversations in Spanish, practicing with their peers and with other teachers in the school. I ask them questions daily and talk to them in the target language. Exposure gives them words that are later processed to use and make sense of. This has helped them build vocabulary and respond in stages as Tracy Terrell stated students' early speech goes through stages: *"Early speech goes through natural stages (Yes or no response, one-word answers, lists of words, short phrases and complete sentences.)"* (Dhority 1991, p.32).

The third theory that is meaningful in my classroom is the Sociocultural Theory by Lev Vygotsky. This theory is about learning through interactions. *"Vygotsky encouraged more interactive activities to promote cognitive growth, such as productive discussions, constructive feedback, and collaboration with others"* (Dr. Sehart Kurt, 2020, p. 1) Learners in my class are given opportunities to learn through their peers. I provide check in time for them to speak to each other and talk about an open topic using the target language. I walk around and monitor their language usage and I often hear *"How do you say ___ in Spanish?" "This is how you say this word"*. They constantly give each other feedback with the turn and talk to your partner activities and with get up and have conversation interactions.

My philosophy is to continue learning and acquiring meaningful knowledge as an educator. By staying up to date and providing relevant and authentic materials to my students. Making learning a foreign language a memorable experience and engaging learners to communicate using their language skills and to help them thrive.

Chapter II Methodology and Practice

2.01.01 Teaching Context

I work for Seattle Public Schools in a public elementary school and public middle school. Teaching second grade English Language Learners and eighth grade Spanish Learners. I teach second-grade students based on the “SIPPS” curriculum of phonics. Which is a routine structured curriculum that has specific highlights to follow each day. The lessons are weekly with assessments every fifteen lessons. This curriculum is phonics based and adapted to support students who are learning English to improve their reading skills. They are taken out of their regular English class to have small groups with me.

The Spanish middle schoolers are learning through the curriculum of “Senderos” textbooks. This is similar to students who are learning English as a foreign language in Mexico. This curriculum has a set of grammar, vocabulary, reading, video lectures and cultural awareness sections to follow as guidelines throughout the school year with the flexibility to add in authentic materials and additional resources. The district allows teachers the freedom to add in topics and lessons depending on their class necessities. The Spanish course that I teach allows students to earn one credit in world languages for high school upon completion of the course. I have four classes, with about 25 to 30 students in each.

2.01.02 Description of Lesson Plan

The lesson plan in this document is designed to support student knowledge of the family unit covered in chapter 3 of the “*Senderos*” curriculum used to teach Spanish as a foreign language in middle schools in Seattle Public Schools. The lesson plan covers the four abilities students must achieve in the learning of another language. Listening, speaking, reading, and writing will be developed with a variety of activities that have the purpose of engaging students in their learning process, through dynamic and innovative ways.

We will start the unit with a PowerPoint presentation that will help students connect word meaning with images. This is intended to support all types of learners, visual and auditive learners. I will present each family member vocabulary at a time and students will guess what they mean in English based on the images. They will be given reference sheets to keep in their binders for later reference.

The listening activity will support identification of key words through an authentic material. Students will listen to a song from the Spanish speaking world and fill in the blanks with family members vocabulary that will be given to them below the worksheet. This activity works as a reinforcement of their comprehension when listening to native speakers through music. they must listen carefully two times and self-assess themselves as they complete the activity. This activity will help students reflect on how well they are able to listen to the gist of conversations they hear.

Students will read three paragraphs about family members. We will read the first paragraph together as a class. I will call on a few students to read and then they will answer questions related to the text. They will read the next two texts on the worksheet

and answers comprehension questions. We will go over answers as a class. I will call on students to share their answers. Awards will be given to students who volunteer to share their answers. This activity will help students comprehend what they are reading and apply their language skills to answer in complete sentences what they have read about.

In the writing activity, students will write their second pen pal letter to students in Mexico. The first activity, they will walk around the classroom and ask classmates questions related to family members. They will write their classmates answers on the worksheet. I will give them about 7 minutes to complete the activity. Afterwards I will call on students to share the answer they got from a classmate. I will write their answers down and project it so students can check if they have complete sentences on the worksheet. After this activity, I will share example letters for students to see what I am expecting from them in their second pen pal letter. I will pass the letters they received from the students in Mexico to them. They will start their draft. Once they are finished, they will turn their letter in on Schoology. This assignment is intended to support students' expression through writing, usage of accurate grammar structure, vocabulary, and overall language knowledge.

Lastly for the speaking activity, students will create a PowerPoint presentation using the knowledge they have acquired from the family unit to talk about their family members. This project will be explained to students, with an example template to follow and scoring rubric. They will get time to work on this activity in class and get support with inquiries. Students will present this project as final evidence of their learning.

The grammar to be seen through the mentioned activities are descriptive adjectives, possessive adjectives, “tener” verb. Students will be presented with grammar through PowerPoint slides, and they will be given reference sheets to keep in their binders to later reference. They will also have a set of extra activities using the grammar mentioned above, on a table Infront of the class to complete for extra credit. These extra credit activities are placed every week with different worksheet for students to complete and turn in.

The pen pal letter project and family members PowerPoint presentation are based on project-based learning. That are to support students’ engagement and self-awareness of their own learning process. Building autonomy in their usage of the language with authentic materials and enhancing their creativity.

The outcomes that are expected from the above activities using the four language skills, projects and grammar structures are to enhance student interaction with the Spanish language. Using what they know to communicate with others and make their learning a memorable experience.

2.01.03 Lesson Plan

Lesson Plan	
Author	Yaneth Griselda Martinez Lopez
Educational stage	8th grade Spanish 1B - Middle School
Title of your Lesson plan	Family Members
Learning Objective of the plan/Competency	<p>Language purpose</p> <ul style="list-style-type: none"> ○ Students will learn how to talk about their family members and friends. <p>Learn functional phrases for talking about their families.</p> <p>Intercultural formative purpose</p> <ul style="list-style-type: none"> ○ Students will reflect about surnames and families in the Spanish speaking world and in the English-speaking world. They will analyze the differences and similarities between both language cultures related to families.
Communicative skill considered	Reading, Writing, Speaking and Listening
Functions	<ul style="list-style-type: none"> - Talk about family members - Talk about ages and birthdays
Main Grammar structure	Present Tense
Other Grammar structures	Present tense of “tener”, descriptive adjectives, possessive adjectives

Brief description of the plan	Students learn vocabulary about family members. They learn about cultural differences related to extended family concept and reflecting on how surnames are determined in the Spanish speaking world. Using the present tense and present tense of “tener”. As well as their previous knowledge in activities and projects.
Hours of implementation	6 hours
Number of sessions	6 sessions

Step of the lesson	Teacher activities	Students activities
Activation Before the lesson	<p>Students' complete warm-up as they enter the classroom.</p> <p>They will have questions to respond to projected on the board. They will complete the activity while they wait for the bell to ring and for attendance to be called.</p>	<p>Students respond to questions projected.</p> <p>They will write their response on their warm-up worksheet.</p> <p>They may use a dictionary to respond to the questions.</p>

	<p>Questions to respond to:</p> <ol style="list-style-type: none">1. <i>¿Cómo se dice mom en español?</i>2. <i>¿Cómo se dice dad en español?</i>3. <i>¿Cómo se dice niece en español?</i>4. <i>¿Cómo se dice grandparents en español?</i>5. <i>¿Cómo se dice cousin (female) en español?</i>6. <i>¿Cómo se dice uncle en español?</i>	<p>I will select a student to go around to stamp the activity of their classmates. Stamping only students who completed the activity.</p> <p>Students choral read the responses on the board.</p> <p>Students check their response and correct any mistakes they may have.</p>
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	<p>I will call for volunteers to write the responses on the board and we will go over them together.</p> <p>We will do our daily check in, feelings, how are you, date and objectives of the activity for the day.</p> <p>See link to Routines and Warm-ups for all sessions.</p> <p>Introduction to unit:</p> <p>Project PowerPoint presentation to students to introduce the family vocabulary. Show them the images first and then the word.</p> <p>Have students guess what the word means.</p> <p>Choral read the vocabulary with class.</p>	<p>Students express how they feel.</p> <p>Students say the date chorally.</p> <p>Call on a student to read the objective.</p> <p>Call on students who want to guess what the vocabulary word means.</p> <p>Have students say the words together.</p> <p>A student will pass out the reference sheets.</p>
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	Hand out student's reference sheet of family members.	
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Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Identifying family members	<ul style="list-style-type: none"> Explain to students that they will have to fill out the blanks of the song lyrics “Pégale a la Pared” by Reyli. Go over words together by choral reading. Play audio 2 times for students to identify the family members. Project 	<ul style="list-style-type: none"> Students will fill out blanks. Students read words out loud. Students share their response. 	Copies of worksheet Audio Projector Speakers Pencils Erasers	1	Formative assessment based on observation of students. Student identification of family members during activities and assignments. Student responses.

worksheet and
check responses
with class. Have
students say
their answers.

Explain to students the
[form of “tener” using
ppt.](#)

[Handout reference
sheets.](#)

Students complete
second worksheet of
Reyli and present tense
worksheets for practice.

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Pen Pal Project	<ul style="list-style-type: none"> Ask students to complete a questionnaire that will help them with their letter writing. They must walk around and ask their classmates questions on the questionnaire. Show students two example letters for students to follow and let them of topic to write about. Ask a student to 	<p>Students activate their previous knowledge of descriptive adjectives by playing a game of fly swatter.</p> <p>Students write sentences using family members vocabulary and descriptive adjectives.</p>	<p>Worksheet</p> <p>Questionnaire</p> <p>Paper</p> <p>Pencils</p>	2,3	Student writing

	<p>read the letter in Spanish and then call on another student to read the example letter in English.</p> <ul style="list-style-type: none"> • Ask students if they have any questions. 	<p>Student volunteer to share their response.</p> <ul style="list-style-type: none"> • Step 1 – Complete walk around questionnaire. Students will ask classmates questions in Spanish. (Questionnaire to use as guide when writing draft) • Step 2 – Students will read example 			
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		<p>letters in English and Spanish.</p> <ul style="list-style-type: none"> • Step 3 – Students will start their draft. • Step 4 - Students write their final letter. • Step 5 - Students take a picture of the letter and submit the letter on Schoology. 			
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Reading

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Family Member descriptions	Have students brainstorm a list of famous Spanish speakers with two last names.	Students write their responses on a piece of paper.	Worksheets Pencils Projector	4	Formative assessment of student reading pronunciation and intonation.

	<p>Call on students to share their responses.</p> <p>Ask a student to read each paragraph out loud on pages 86 and 87</p> <p>After reading have students tell the class what their names would be following the naming convention in Spanish speaking countries.</p> <p>Talk about family surnames in the states and in Spanish speaking countries. Ask students to share their thoughts about the text.</p>	<p>Students share their responses.</p> <p>Students read out loud.</p> <p>Students share their answers.</p> <p>Students share their thoughts.</p>	<p>Student computers</p>		<p>Student participation.</p> <p>Answers on worksheet.</p>
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Handout [reading worksheet](#) to students.

Call on students to read the first paragraph.

Have students respond worksheet. Project worksheet and check responses together.

Have students complete the rest of the assignment individually.

After students are finished check responses together.
Call students to share.

Students who are not reading follow along.

	<p>Play review games of family members, descriptive adjectives and “tener” verbs on Blooket.com</p> <p>Give prize to students who win 1st place.</p>	<p>Students complete the rest of the assignment individually.</p> <p>Students who finish work on extra activities for extra credit, read a book in Spanish or grab a dictionary.</p> <p>Students review by playing Blooket on their computers or cellphones.</p>			
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation

	<p>sheet of possessive adjectives.</p> <p>Project slide of memory game: Students will have A and B conversations using possessive adjectives. Project examples slide for students to use as sentence starters.</p> <p>Walk around to ensure students are practicing.</p> <p>Present project of “Mi Familia”</p>	<p>Students practice together conversations using questions and responses:</p> <p>What is your sister’s name? My sister’s name is...</p> <p>What is your brother’s name? My brother’s name is....</p>			
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	<p>Handout rubric to students and explain the procedures.</p> <p>Walk around to monitor students' usage of class time to work on their presentations.</p> <p>Check in with students to see if they have any questions.</p> <p>Share useful phrases to use during</p>	<p>They will each work on a PowerPoint presentation to talk about their family using pictures and sentences.</p> <p>Students will read the rubric to know what is expected from them in the speaking presentation.</p> <p>Students work on their presentations.</p>			
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	<p>presentations with students on Schoology.</p> <p>Teacher will evaluate students speaking presentation using rubric.</p>	<p>Students will present their work.</p> <p>Link to student presentations.</p>			
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Evaluation	
Formative	Summative
<ul style="list-style-type: none"> • Observations • Monitoring • Check-ins • Entry Slip and Warm-ups • Checking assignments as whole class • Choral repetition • Participation • Prompting • Games - Blooket • Questionnaire - walk around activity • Listening, writing, reading, and speaking engagement 	<ul style="list-style-type: none"> • Usage of tools - rubric for speaking presentation • Unit test • Project based learning • Outcome of all activities • Self-assessment

2.02 Student Assessment and Progress

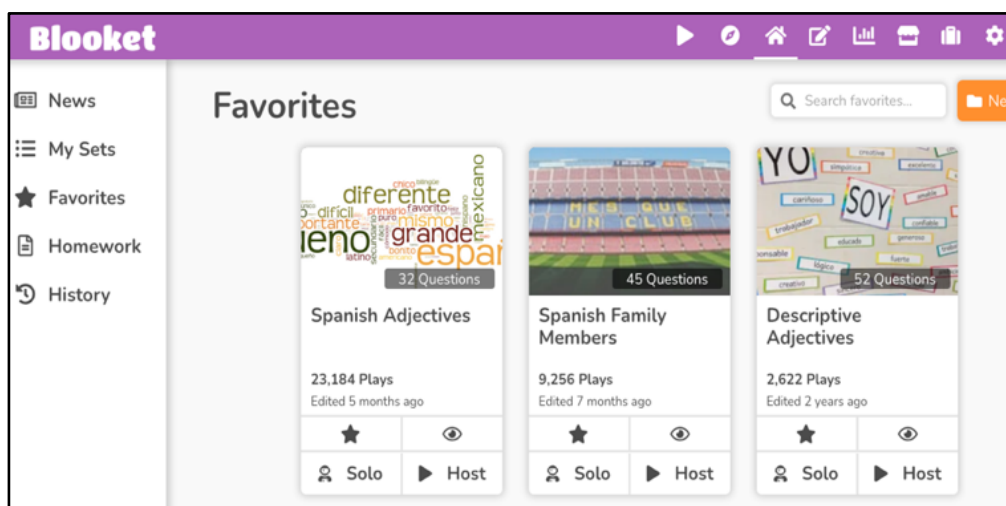
In my language classroom informal assessment is a regular practice. Feedback is given to students daily, during the entry slip, development of activities and closure. It is a continuous assessment that is done during the year. As Brown mentions *“Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students’ performance”* (Brown, 2004, p.4). This type of assessment is linked to the formal assessment that is carried out starting with the entry slip in my language classroom.

As students enter classroom they start working on their warm-up. This part of our class routine, they arrive and have a short assignment to work on. As they I call attendance students are to be working on the assignment. Afterwards, I call a couple of students to come up to the board and write their answers. In the meantime, another student supports by stamping their classmates who have complete the assignment. Three elements that students reinforce with the warm-up are: writing the date in Spanish, reinforcing a topic that has been previously taught and learning from their classmates. At the end we check the answers that were written on the board together. I ask students if everything is correct, they analyze and respond. During this, I provide students with positive feedback as my ongoing assessment to them. Such as “good job”, “well done”, “you got this” and many more. This activity supports their critical thinking and construction of their learning by checking in with other classmates about doubts they have, checking the dictionary for word meaning and looking back at their reference sheets. [Warm-up sheet can be seen here.](#) During the class check-in routine, I asked students how they are feeling and asked them about the date and weather.

Their answers helped me understand their usage of sentence structures to respond orally. During this time, I was also able to give them constructive feedback. [See link to classroom routines.](#)

2.03 Attached Evidence

Formative assessment is also monitoring and observing students through activities. A way that I monitored students was through a set of games completed on Blooket. Students played a set of games on this platform to compete for a prize. They used their vocabulary knowledge to gain points to become first place winners. Students used their own laptop or cellphone to compete against each other. This is an engaging activity that supported their learning in an innovative way. This activity helped them self-assess their knowledge and awareness of what they need to review.



See Figure 19 - Blooket Activity



See Figure 20 - Blooket Formative Assessment Monitoring

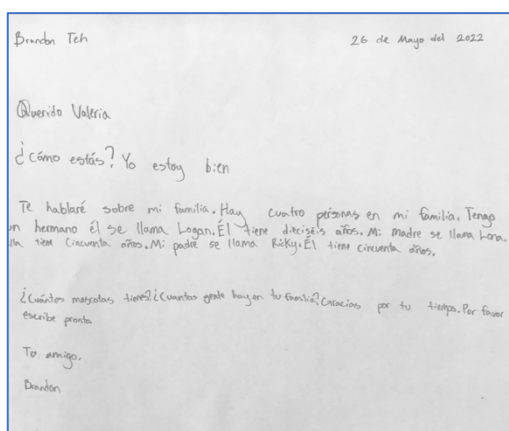
Reading worksheet, students read texts and responded to comprehension questions. The questions supported student understanding of the key words, in this case family members. They used their previous knowledge to answer question related to the text in complete sentences. This assignment is formative and helps students become aware of their own learning and supports teacher monitoring of student progress. This assignment also helped students reflect on what they are capable from understanding from the texts. [Link to reading worksheet.](#)

Listening worksheet, students listened to a song in Spanish and completed an assignment of filling in the blanks. They were given key words to listen to. This contributed to their skills as novice Spanish listeners, to get the idea of the gist of authentic materials and conversations. Working with key words helped them have a

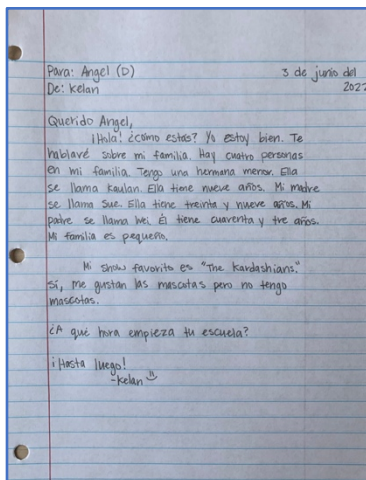
goal of listening to specific words. This formative assessment supports teacher monitoring of student comprehension. [Link to listening worksheet.](#)

Questionnaire walk around, while students asked each other questions related to family members and usage of interrogative words I walked around to monitor students speaking and writing abilities. After the activity, students shared their answers to class, and we checked for correct sentence structure and spelling. The questionnaire is a self-assessment and formative assessment to check students' usage of sentence structures. [Link to questionnaire.](#)

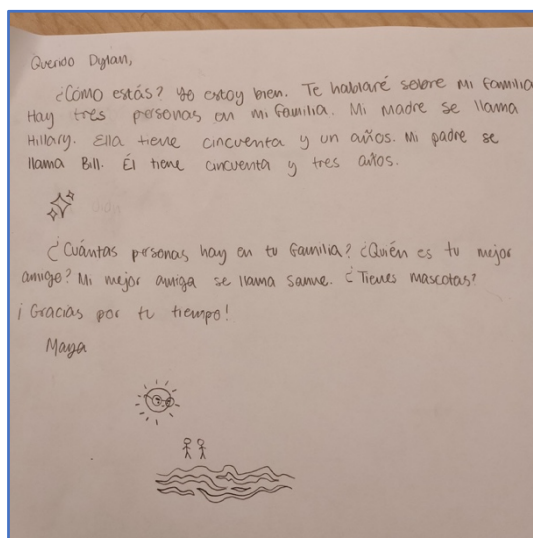
In the pen pal writing project, students wrote a second pen pal letter to students in Mexico. This was a response letter, which students were given the topic to write as a first paragraph about their families. Using grammar and context knowledge to describe their families. This assignment is a formative assessment of the elements mentioned above. The writing helps I as a teacher keep track of student's ability to express themselves through written form in the Spanish language. [Link to Pen pal writing examples and topic to write about.](#)



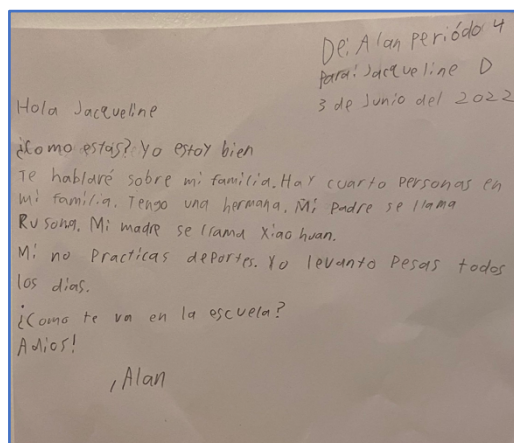
See Figure 9 - Student Pen Pal Letter



See Figure 10 - Student Pen Pal Letter Figure 9 - Student Pen Pal Letter



See Figure 11 - Student Pen Pal Letter



See Figure 12 - Student Pen Pal Letter

2.4 Designed Tools to Assess Students

The Final project of “Mi Familia”, students worked on a project in class and outside of class to reinforce their learning of the family unit. They created a PowerPoint presentation using “tener” verb, possessive adjectives, descriptive adjectives, and previous learning to talk about their family in a presentation to their classmates. A rubric was used to assess students’ performance in the speaking aspect. [See link to student's PowerPoint presentations](#). See image of rubric used as evaluation tool and project dates.

Preparation & Required elements		iExcelente! 20	Muy Bien 15	Bien 10	Acceptable 5	Inacceptable No effort 0
8.	10 family members other than self					
9.	Title of each member in Spanish					
10.	7 statements about each member following the guided questions given					
11.	Photo or drawing of each member					
Presentation						
12.	Oral Presentation	Student speaks clearly and correctly...can be heard by all students in the room...does not ask the teacher for help during the presentation.	Student speaks clearly and only stumbles over a few words in the presentation. Student asks the teacher for help 1-2 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. May be heard by all students in the room, but asks teacher for help 3-5 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. is not easily heard by all students in the room, and asks teacher for help more than 5 times during the presentation.	
13.	Appropriate use of classroom time	Student used entire class period to create rough draft, develop ideas and write sentences.	Student used most of the class period to create rough draft, develop ideas and write sentences.	Student used some of the class period to create rough draft, develop ideas and write sentences.	Student used very little class time to create rough draft, develop ideas and write sentences.	
Total						127

See Figure 14 - Project Rubric

"Mi Familia" Project	Student name:
Important Due Dates:	
Monday, May 23rd – Work on class presentation in class individually.	
Tuesday, May 24th – Work on class presentation in class individually.	
Thursday, May 26th - Final project due. Submit your project individually on Schoology for credit. Name of project on Schoology "Proyecto de Mi Familia"	
Friday, May 27th - Speaking presentation of project. Be ready to present!	
Tuesday, May 31st - Presentations will continue.	
Note: Use class time to work on the project. It is part of your grade.	

See Figure 15 - Project Dates

The rubric is a tool that supported students' growth and accomplishment. Not only did I give a number score, but also provided written feedback at the bottom of the rubric page. Such as "work on the pronunciation of the following words...", "well done on such part..." and "keeping working on...". This assessment practice supports the construction criticism that Brown mentions, *"Give praise for strengths, the "good stuff", as well as constructive criticism of weaknesses. Give strategic hints on how a student might improve certain element of performance. In other words, take some time to make the test performance an intrinsically motivating experience from which a student will gain a sense of accomplishment and challenge"* (Brown, 2004, pg. 29).

"Mi Familia" Project Student name: Saniya

Tell about yourself and greetings		
	Complete 1 point	Not attempted 0 points
1. Greet the class	✓	
2. Tell your name	✓	
3. Tell when your b-day is	✓	
4. Tell how old you are	✓	
5. Tell where you are from	✓	
6. Tell your favorite color	✓	
7. Farewell at end of presentation	✓	

Family Presentation Rubric					
Preparation & Required elements	¡Excelente! 20	Muy Bien 15	Bien 10	Acceptable 5	Inacceptable No effort 0
8. 10 family members other than self	✓				
9. Title of each member in Spanish	✓				
10. 7 statements about each member following the guided questions given	✓				
11. Photo or drawing of each member	✓				

Presentation					
12. Oral Presentation	Student speaks clearly and correctly, can be heard by all students in the room... does not ask the teacher for help during the presentation.	Student speaks clearly and only stumbles over a few words in the presentation. Student asks the teacher for help 1-2 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. May be heard by all students in the room, but asks teacher for help 3-5 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. Is not easily heard by all students in the room, and asks teacher for help more than 5 times during the presentation.	
13. Appropriate use of classroom time	Student used entire class period to create rough draft, develop ideas and write sentences.	Student used most of the class period to create rough draft, develop ideas and write sentences.	Student used some of the class period to create rough draft, develop ideas and write sentences.	Student used very little class time to create rough draft, develop ideas and write sentences.	
Total					<u>127</u> 127

See Figure 24 - Evidence of Student Speaking Presentation (Rubric)

As a summative assessment a unit test was also given to students. As seen throughout the course, tests need to be reliable, valid and give the teacher data to check students progress. It is given with the need of obtaining certain information about students learning, with the purpose of modifying strategies and activities to support student learning goals.

Before joining the Specialization in Teaching English as a Foreign Language, my theory knowledge was not sufficient. I was lacking information about important authors

such as Brown with his strong fundamentals in language assessment, as well as the theories of Stephen Krashen. Many of the tools mentioned throughout the course were already being implemented in my classroom, however the background knowledge of their effectiveness and foundation was missing. As of now, I am more aware of the theories and of how to apply them to support my students learning process.

2.05 Performing and Recording the Activities

The set of activities completed in class can be seen in the following video. The video gives a better understanding of what was done to support student engagement to develop the five skills in learning a foreign language. The video can be found on this [link](#).



Chapter III

Experience Report

The students in 8th grade Spanish in Washington Middle School demonstrated engagement with the designed activities to complete through the six sessions. They participated in the introduction to the lesson of family members, by connecting visual understanding of family members with language. They took risks during entry tasks and went up to the board to write their responses. Throughout the activities of the five language abilities, we checked as a whole class student answers. This gave students feedback about their responses and a chance to self-assess themselves. By checking their own answers, they got to see what they need to still work on and what they are doing great on.

During the listening activity students seemed interested in the song “Pégale a la Pared” by Reyli. Many got a gist of what the song was about. They mentioned key words that made them think that it was about respecting women. I mentioned to them the importance of respecting each other and how this song comes connected with the femicides that have occurred in Mexico. This assignment seemed easy for students and the majority got their answers down by listening to the song once. The second time was used by many to go back to check their answers.

The reading activity was a good way for students to check how they are doing regarding their comprehension. While I was monitoring this activity, I saw many of them collaborating and checking to reassure they understood correctly. Many worked silently and a few mentioned “I am very good at this”.

The writing activity was engaging for students because they received their pen pal letters back and they got up to share them with their classmates. I heard all sorts of conversations regarding their pen pal's response letter. They were aware of their pen pal's learning of English of a second language and they themselves figures out what their pals meant to say in specific typos they found. Students are becoming evaluators themselves through this activity. They later worked on their writing individual and with little support from myself.

The class presentation of the speaking activity was a success, students demonstrated their knowledge through their oral expression of describing their families. Students different class period even asked their teacher permission to come see their classmates' presentations. It was great to see so much interaction, interest, and excitement to see each other present. Students were well prepared and learned the useful phrases I had given them as a reference for their presentation.

Students who had a low affective filter did a better a job in their oral expression during their presentation. They demonstrated confidence in when describing their family members and spoke with a loud and clear voice. Which demonstrates that it is important to create an environment that supports students in a positive way. As well as the application of activities that engage students to participate and have an active role in their learning construction.

Chapter IV

Conclusions

In the specialization, a lot was learnt. Starting from methodologies, theory, strategies, and ways to assess and many more knowledge that has significantly impacted my role as a teacher. All this knowledge has been added on to my previous knowledge of teaching a foreign language. I was doing things without a specific background of theory to relate to. As of now, I am aware of many more theories behind the activities that I assign my students. This year course has helped me grow professionally and personally.

My methodology as a teacher starts with the affective filter. Being comfortable in a classroom is important, students must feel a sense of belonging and of community. Thus, it is essential to create a space that welcomes diversity of personalities, genders, and cultures. Getting to know my students is the first thing I do as a teacher. At the beginning of the year, I assign students a survey to complete. This data helps me build community, by knowing students' interests, what they expect to learn, how they like to be called and background knowledge about them as human beings. I also base my methodology with Stephen Krashen's acquisition learning hypothesis, he states that "acquiring" a language is very different than "learning" a language. Acquiring is something that happens to you instead of something that you make happen. Acquisition of a target language can occur inside a classroom through activities that support this process. Such as, role plays, dialogue, music, films, and other meaningful interactions.

Learning a second language is an eye-opening experience and a great opportunity to learn about another world of customs and ideas. It's like traveling to a

faraway place with new concepts and different lenses. Having the opportunity to learn a second or even a third language, gives us a marvelous tool to communicate with a wide range of people around the world.

The outcomes of the integrated activities to promote description of families were that students acquired new language knowledge. They utilized this knowledge using the four language skills to create a final product that enhanced their interaction with the Spanish language. Using what they know to communicate with others in written and oral form to describe their families.

Challenges faced during the planning of the project of “Mi Familia” were that students in middle school are not willing to share about their own family. They are in an age of discovering their identity and feel vulnerable by the opinions of their peers. For this reason, the thought-out activity of them creating their own family tree was modified to allow them to instead present a fictional family. This opened the opportunity to be creative and imaginative while at the same time still using the language skills they acquired throughout the lessons. If this modification had not been done, many students would not have participated. Students had fun making up families, adding their peers as their family members and making up a parody of cartoons. Which supports the methodology that I as an educator implement in my class, lowering the affective filter of students to learn while having fun.

This specialization gives importance to innovative learning. Such as the usage of tech tools, we have available today can help us as educators support our students in their success to learning a second language. We need to base our teaching to their interests and necessities to real life problem solving. By using technology, we are

engaging students with something that they were born with. Something that interests them and is part of their daily life. Technology to communicate and keep in touch is one of the most common factors that keep us connected now a days. We need to use this in favor of education and learn a second language through technology applications.

There is a lot to learn about cultures, languages, and technology. Connecting them together to learn a language is helping our students thrive in a foreign language classroom. With love and support for diversity and different values.

I aspire to continue learning about the many theories that help language teachers overcome obstacles to work with what they have as they support students' communication skills. As a language learner myself, it is essential to add on authentic and intercultural activates to achieve a holistic understanding of the language that is being learned.

Chapter V

5.01 Appendixes

Listening Material

Nombre: _____ Fecha: _____ Período: _____

Directions: As you listen, fill in the missing words. You may have to listen several times to fill in all of the missing words. You will use some of the words more than once.

"Pégale A La Pared" por Reyli

Tengo _____, tengo _____
tengo _____, tengo _____
tu ventana...
tengo _____, vecinas
y una _____, que me ama

Tuve una _____ y dos _____
mi _____ carolina es la princesa
de este cuento que nunca se va a terminar

Las _____ son el alma de la vida la
caricia más perfecta son el aire
las mujeres son la luz de medio _____
la razón de que este mundo no se acabe

Y aunque a veces nos aturden todo el día
son valientes y no merecen un cobarde
soy un _____ y me duelen sus heridas
nunca olvido aquel consejo de mi _____

Pégale a la pared
Pégale a la pared,
Pero nunca a una mujer
nunca nunca a una mujer

Tienes _____ y lo que sigue
no lo repito porque sonaría igualito
no soy un santo ni quiero
cantarte un sermón

Solo te pido tu respeto
somos _____ y ellas no son un objeto
que te cuesta llorar y pedirle perdón
o me vas a decir que te falta valor

Las _____ son el alma de la vida
la caricia más perfecta son el aire
las _____ son la luz de medio día
la razón de que este mundo no se acabe

Y aunque a veces nos aturden todo el día
son valientes y no merecen un cobarde
soy un _____ y me duelen sus heridas
nunca olvido aquel consejo de mi _____

Pégale a la pared
Pégale a la pared
Pero nunca a una mujer
nunca nunca a una mujer
Pégale a la pared

madre	amigas	madre	novia	mujer	día	sobrina
hermana	esposa	mujeres	hombre	hombre	padre	padre
primas	abuelas	hombres	mujeres	tías	mujeres	

Figure 1 - Listening Activity

Reading Material

READING

1. Hola, me llamo David. Tengo quince años. En mi familia, hay siete personas. Tengo dos hermanos. Mi hermano mayor se llama José. Él es muy atlético y fuerte. Tiene diecisiete años. Mi hermana menor es muy cómica. Se llama Julia. Ella tiene nueve años. Nosotros tenemos un padre y una madre. Mi padre se llama Enrique. Él tiene cuarenta años. Mi madre se llama Rosa. Ella tiene treinta y nueve años. Ellos son muy simpáticos. Aquí están mis abuelos. Mi abuela se llama Carla. Ella tiene setenta años y es la mujer más guapa del mundo. Mi abuelo es muy serio. Se llama Jorge. Él tiene setenta y dos años. Mi familia es fantástica. Me encanta mi familia.

2) Me llamo Mercedes. Tengo diecisiete años. Soy la hija de mis padres. Mis padres son divertidos. Mi padre tiene cincuenta y seis años y mi madre tiene cincuenta y ocho años. El hijo de mis padres se llama Antonio. Antonio tiene diecisiete años también. Somos hermanos y gemelos. ¡Nuestros abuelos son viejos! Mi abuela tiene ochenta años. Mi abuelo es un año más viejo. Él tiene ochenta y un años. Nosotros somos una familia pequeña.

Figure 2 - Reading Activity

Nombre: _____ Clase: _____ Fecha: _____

1. Directions: Read the descriptions and fill in the members of the family where they belong in the tree.

Jorge es el _____ de David.

Él _____ setenta y dos _____.

La abuela de David se llama _____.

Ella tiene _____ años.

El padre de David se llama _____.

Él tiene _____ años.

Rosa es _____ madre de David.

Ella es _____.

El hermano mayor se llama _____.

Él es _____.

David tiene _____ años.

Julia es la _____ de David.

Ella es _____.

Figure 3 - Reading Activity

2. Read the description of the family. Then, answer the questions in complete sentences.

¿Cuántos años tiene el abuelo de Mercedes?

¿Cómo es la abuela de Mercedes?

¿Cómo es el padre de Mercedes?

Ella tiene cincuenta y ocho años.
¿Quién es ella?

¿Cuántos años tiene Mercedes?

¿Cómo se llama el hermano de Mercedes?

Figure 4 - Reading Activity

Writing Material

Questionnaire

Walk around and ask a classmate the following questions.

Write their answers down.

Preguntas	Respuestas
1. ¿Cuántas personas hay en tu familia?	Hay cuatro personas en mi familia. (Walter)
2. ¿Tienes hermanos?	Sí (Bowie)
3. ¿Quién es tu mejor amigo/a? ¿Cómo se llama?	Se llama Richard. (Max)
4. ¿Tienes mascotas? ¿Cómo se llama/n?	No tengo mascotas. (Melinda)
5. ¿Quién es tu prima/o favorito?	No sé. (Madden)
6. ¿Cuántos tíos tienes?	Tengo cuatro. (Kelly)
7. ¿Cómo se llama tu tía?	Se llama Victoria. (Madden)
8. ¿Cómo se llama tu tío?	Se llama John. (Bella)
9. ¿Cómo se llama tu abuela materna?	Se llama María. (Meli)
10. ¿Cómo se llama tu abuelo materno?	No sé. (Erin)
11. ¿Cómo se llama tu abuelo paterno?	No sé. (Viraj)
12. ¿Cómo se llama tu abuela paterna?	Se llama Adea. (Heaven)

Figure 5 - Questionnaire

Topic for 2nd letter

1st paragraph – Talk about your family

2nd paragraph- Respond to questions from your pen pal letter

3rd- Ask your pen pal questions

Figure 6 - Topics for Pen Pal Writing

February 7th, 2022

Dear Pablo,

How are you? I am doing good.

I will tell you about my family. There are four people in my family. I have one sister her name is Juana. She is fifteen years old. I have one brother his name is Jorge. He is twenty years old. My mom's name is Alejandra. She is Fifty years old. My dad's name is Javier. He is Fifty-four years old. I have a brown cat. His name is Oreo and he is three years old.

How many siblings do you have?

Thank you for your time. Please write back soon.

Your friend,

Fer

Figure 7 - Pen Pal Example Letter in English

7 de febrero de 2022

Querido Pablo,

¿Cómo estás? Yo estoy bien.

Te hablaré sobre mi familia. Hay cuatro personas en mi familia. Tengo una hermana ella se llama Juana. Ella tiene quince años. Tengo un hermano él se llama Jorge. Él tiene veinte años. Mi madre se llama Alejandra. Ella tiene cincuenta años. Mi padre se llama Javier. Él tiene cincuenta y cuatro años. Tengo un gato café. Él se llama Oreo y tiene tres años.

¿Cuántos hermanos tienes? Gracias por tu tiempo. Por favor escribe pronto.

Tu amigo,

Fer

Figure 8 - Pen Pal Example Letter in Spanish

Brandon Teh

26 de Mayo del 2022

Querido Valeria

¿Cómo estás? Yo estoy bien

Te hablaré sobre mi familia. Hay cuatro personas en mi familia. Tengo un hermano él se llama Logan. Él tiene dieciséis años. Mi madre se llama Lora. Ella tiene cincuenta años. Mi padre se llama Ricky. Él tiene cincuenta años.

¿Cuántas mascotas tienes? ¿Cuánta gente hay en tu familia? Gracias por tu tiempo. Por favor escribe pronto.

Tu amigo,

Brandon

Figure 9 - Student Pen Pal Letter

Para: Angel (D)
De: Kelan

3 de junio del
2022

Querido Angel,

¡Hola! ¿cómo estás? Yo estoy bien. Te hablaré sobre mi familia. Hay cuatro personas en mi familia. Tengo una hermana menor. Ella se llama Kaulan. Ella tiene nueve años. Mi madre se llama Sue. Ella tiene treinta y nueve años. Mi padre se llama Wei. Él tiene cuarenta y tres años. Mi familia es pequeño.

Mi show favorito es "The Kardashians."

Sí, me gustan las mascotas pero no tengo mascotas.

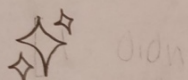
¿A qué hora empieza tu escuela?

¡Hasta luego!
-kelan 😊

Figure 10 - Student Pen Pal Letter

Querido Dylan,

¿Cómo estás? Yo estoy bien. Te hablaré sobre mi familia. Hay tres personas en mi familia. Mi madre se llama Hillary. Ella tiene cincuenta y un años. Mi padre se llama Bill. Él tiene cincuenta y tres años.



¿Cuántas personas hay en tu familia? ¿Quién es tu mejor amigo? Mi mejor amiga se llama Samue. ¿Tienes mascotas?
¡Gracias por tu tiempo!

Maya

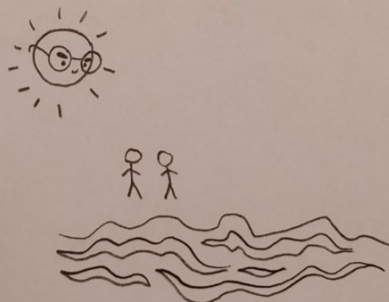


Figure 11 - Student Pen Pal Letter

DE: Alan Período 4
Para: Jacqueline D
3 de Junio del 2022

Hola Jacqueline

¿Como estas? Yo estoy bien

Te hablaré sobre mi familia. Hay cuatro personas en mi familia. Tengo una hermana. Mi padre se llama Ru Song. Mi madre se llama Xiao huan.

Mi no practicas deportes. Yo levanto pesas todos los días.

¿Como te va en la escuela?

Adios!

, Alan

Figure 12 - Student Pen Pal Letter

Speaking Material

Template for Project

[Link](#) to PowerPoint template

Proyecto: Mi Familia

You will create a PowerPoint presentation using your acquired language skills in Spanish to talk about family members.

The project may be cartoons, movie stars or your actual family. They must have siblings, cousins, aunts, uncles, parents and grandparents even if it is completely made up.

Mi Familia

Por: [nombre]

Yo

Imagen

Me llamo --

Tengo # años--

Mi cumpleaños es el ____ de _____

Mi color favorito es --

Soy de _____

Mi [family member]

Picture

Answer the following questions about your family member in Spanish in complete sentences. Erase the directions and questions once you're done. Change the background and font to your liking. Accents: á é í ó ú ñ

¿Cómo se llama?
 ¿Cuántos años tiene?
 ¿Cuál es su color favorito?
 ¿Cómo es?
 ¿Cómo no es?
 ¿Cuál es el color de su pelo?
 ¿Qué color son sus ojos?

Mi esposo

EXAMPLE SLIDE

Picture



Se llama Enrique
 Tiene cuarenta años
 Su color favorito es azul
 Es guapo
 No es feo
 Tiene el pelo castaño
 Tiene los ojos cafés

Figure 13 - Project Template

Rubric for Speaking Presentation

"Mi Familia" Project		Student name:			
Tell about yourself and greetings					
		Complete 1 point	Not attempted 0 points		
1.	Greet the class				
2.	Tell your name				
3.	Tell when your b-day is				
4.	Tell how old you are				
5.	Tell where you are from				
6.	Tell your favorite color				
7.	Farewell at end of presentation				
Family Presentation Rubric					
Preparation & Required elements	¡Excelente! 20	Muy Bien 15	Bien 10	Acceptable 5	Inacceptable No effort 0
8.	10 family members other than self				
9.	Title of each member in Spanish				
10.	7 statements about each member following the guided questions given				
11.	Photo or drawing of each member				
Presentation					
12.	Oral Presentation	Student speaks clearly and correctly...can be heard by all students in the room...does not ask the teacher for help during the presentation.	Student speaks clearly and only stumbles over a few words in the presentation. Student asks the teacher for help 1-2 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. May be heard by all students in the room, but asks teacher for help 3-5 times during the presentation	Student mumbles and stumbles over Spanish words in the presentation. Is not easily heard by all students in the room, and asks teacher for help more than 3 times during the presentation
13.	Appropriate use of classroom time	Student used entire class period to create rough draft, develop ideas and write sentences	Student used most of the class period to create rough draft, develop ideas and write sentences	Student used some of the class period to create rough draft, develop ideas and write sentences	Student used very little class time to create rough draft, develop ideas and write sentences
Total					127

Figure 14 - Project Rubric

Project Dates

"Mi Familia" Project

Student name:

Important Due Dates:

Monday, May 23rd – Work on class presentation in class individually.

Tuesday, May 24th – Work on class presentation in class individually.

Thursday, May 26th - Final project due. **Submit your project individually on**

Schoology for credit. Name of project on Schoology "*Proyecto de Mi Familia*"

Friday, May 27th - Speaking presentation of project. Be ready to present!

Tuesday, May 31st - Presentations will continue.

Note: Use class time to work on the project. It is part of your grade.

Figure 15 - Project Dates

Speaking Presentations

[Link to PowerPoint "Mi Familia" Student Presentations](#)



Figure 16 - Student Speaking Presentations Video

Intercultural Activity

3

cultura

EN DETALLE

¿Cómo te llamas?

In the Spanish-speaking world, it is common to have two last names: one paternal and one maternal. In some cases, the conjunctions *de* or *y* are used to connect the two. For example, in the name *Juan Martínez Velasco*, *Martínez* is the paternal surname (el apellido paterno), and *Velasco* is the maternal surname (el apellido materno). This convention of using two last names (doble apellido) is a European tradition that Spaniards brought to the Americas. It continues to be practiced in many countries, including Chile, Colombia, Mexico, Peru, and Venezuela. There are exceptions, however. In Argentina, the prevailing custom is for children to inherit only the father's last name.

When a woman marries in a country where two last names are used, legally she retains her two maiden surnames. However, socially she may take her husband's paternal surname in place of her inherited maternal surname. For example, *Karen Martínez Insignares*, the wife of Colombian singer

Hijos en la casa

In Spanish-speaking countries, family and society place very little pressure on young adults to live on their own (*independizarse*), and children often live with their parents well into their thirties. For example, about 60% of Spaniards under 34 years of age live at home with their parents. This delay in moving out is both cultural and economic—lack of job security or low wages coupled with a high cost of living may make it impractical for young adults to live independently before they marry.



José Martínez García



Mercedes Velasco Pérez



Juan Martínez Velasco

Juanes (Juan Esteban Aristizábal Vásquez), might use the names *Karen Martínez Aristizábal* or *Karen Martínez de Aristizábal* in social situations (although officially her name remains *Karen Martínez Insignares*). Adopting a husband's last name for social purposes, though widespread, is only legally recognized in Ecuador and Peru.

Most parents do not break tradition upon naming their children; regardless of the surnames the mother uses, they use the father's first surname followed by the mother's first surname, as in the name *Juan Martínez Velasco*. However, one should note that both surnames come from the grandfathers, and therefore all *apellidos* are effectively paternal.

ACTIVIDADES

1 ¿Cierto o falso? Indicate whether these statements are *cierto* or *falso*. Correct the false statements.

- Most Spanish-speaking people have three last names.
- Hispanic last names generally consist of the paternal last name followed by the maternal last name.
- It is common to see *de* or *y* used in a Hispanic last name.
- Someone from Argentina would most likely have two last names.
- Generally, married women legally retain two maiden surnames.
- In social situations, a married woman often uses her husband's last name in place of her inherited paternal surname.
- Adopting a husband's surname is only legally recognized in Peru and Ecuador.
- Hispanic last names are effectively a combination of the maternal surnames from the previous generation.

Figure 17 - Intercultural Activity

ASÍ SE DICE

Familia y amigos

el/la bisnieto/a	great-grandson/daughter
el/la chamaco/a (Méx.); el/la chamo/a (Ven.); el/la chaval/a (Esp.); el/la pibe/a (Arg.)	el/la muchacho/a
mi colega (Esp.); mi cuate (Méx.); mi parcer/a (Col.); mi pana (Ven., P. Rico, Rep. Dom.)	my pal; my buddy
la madrina	godmother
el padrino	godfather
el/la tatarabuelo/a	great-great-grandfather/ great-great-grandmother

EL MUNDO HISPANO

Las familias

Although worldwide population trends show a decrease in average family size, households in many Spanish-speaking countries are still larger than their U.S. counterparts.

- México 4,0 personas
- Colombia 3,9 personas
- Argentina 3,6 personas
- Uruguay 3,0 personas
- España 2,9 personas
- Estados Unidos 2,6 personas

PERFIL

La familia real española



Undoubtedly, Spain's most famous family is **la familia real (Royal)**. In 1962, the then prince Juan Carlos de Borbón married Princess Sofia of Greece. In the 1970s, **el Rey (King)**

Juan Carlos and **la Reina (Queen) Sofia** helped transition Spain to democracy after a forty-year dictatorship. The royal couple has three children: **las infantas (Princesses) Elena and Cristina**, and a son, **el príncipe (Prince) Felipe**, whose official title was **el Príncipe de Asturias**. In 2004, Felipe married **Letizia Ortiz Rocasolano**, a journalist and TV presenter. They have two daughters, **las infantas Leonor** (born in 2005) and **Sofía** (born in 2007). In 2014, Juan Carlos decided to abdicate the throne in favor of his son.



Conexión Internet

What role do **padrinos** and **madrinas** have in today's Hispanic family?

Use the Web to find more cultural information related to this **Cultura** section.

ACTIVIDADES

2 Comprensión Complete these sentences.

1. Spain's royals were responsible for guiding in _____.
2. In Spanish, your godmother is called _____.
3. Princess Leonor is the _____ of Queen Sofia.
4. Uruguay's average household has _____ people.
5. If a Venezuelan calls you **mi pana**, you are that person's _____.

3 Una familia famosa Create a genealogical tree of a famous family, using photos or drawings labeled with names and ages. Explain who the people are and their relationships to each other.

Figure 18 - Intercultural Activity

Assessment

Blooket Monitoring

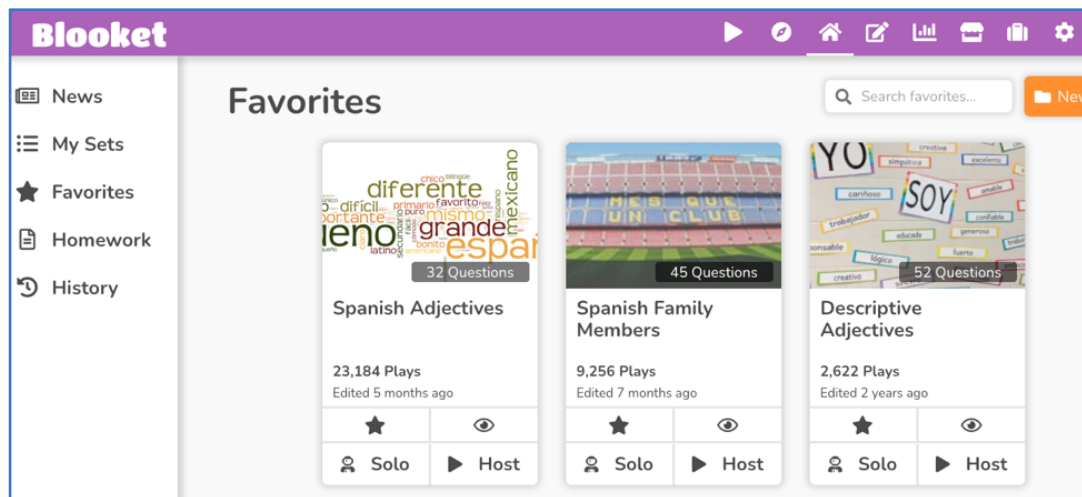


Figure 19 - Blooket Activity



Figure 20 - Blooket Formative Assessment Monitoring

Blooket Monitoring

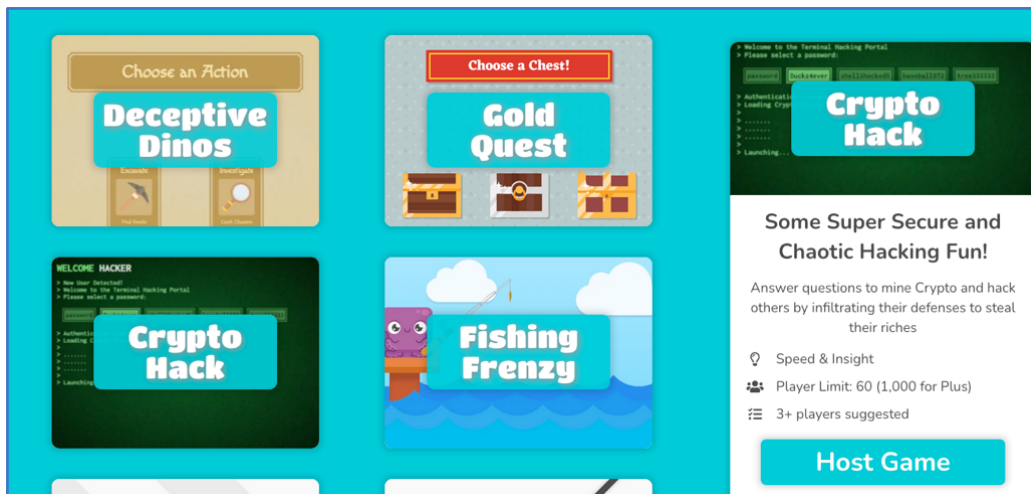


Figure 22 - Blooket Activity

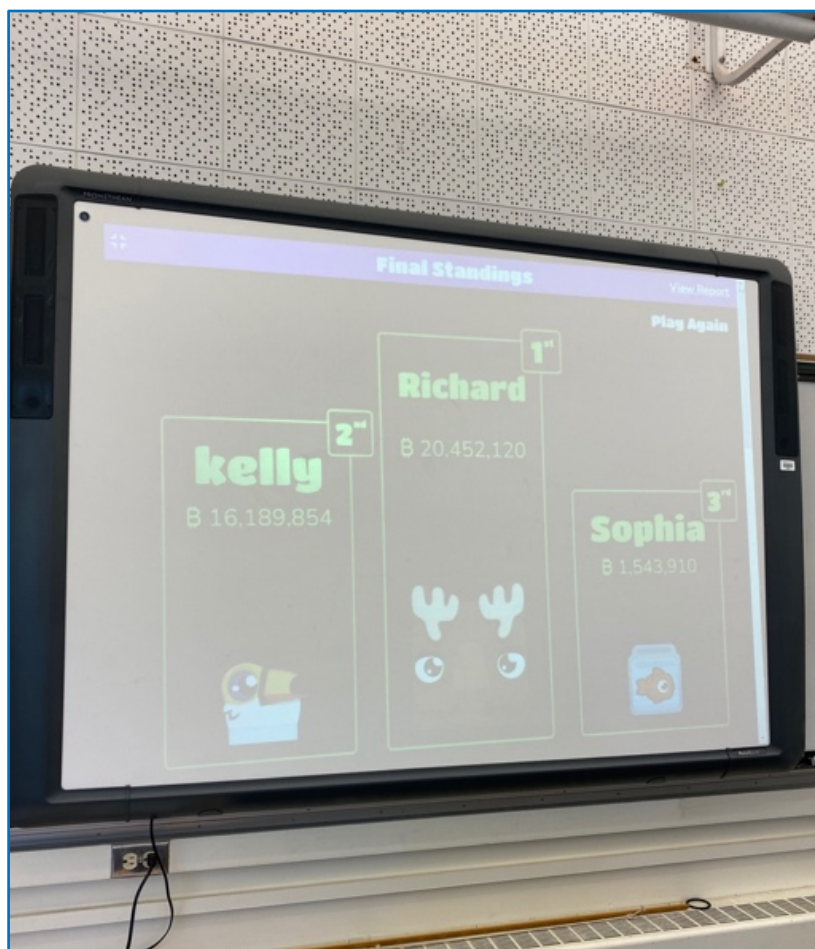


Figure 21 - Blooket Activity

Rubric for Speaking Presentation

"Mi Familia" Project		Student name:				
Tell about yourself and greetings						
		Complete 1 point	Not attempted 0 points			
1.	Greet the class					
2.	Tell your name					
3.	Tell when your b-day is					
4.	Tell how old you are					
5.	Tell where you are from					
6.	Tell your favorite color					
7.	Farewell at end of presentation					
Family Presentation Rubric						
Preparation & Required elements		¡Excelente! 20	Muy Bien 15	Bien 10	Acceptable 5	Inacceptable No effort 0
8.	10 family members other than self					
9.	Title of each member in Spanish					
10.	7 statements about each member following the guided questions given					
11.	Photo or drawing of each member					
Presentation						
12.	Oral Presentation	Student speaks clearly and correctly...can be heard by all students in the room...does not ask the teacher for help during the presentation.	Student speaks clearly and only stumbles over a few words in the presentation. Student asks the teacher for help 1-2 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. May be heard by all students in the room, but asks teacher for help 3-5 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. Is not easily heard by all students in the room, and asks teacher for help more than 5 times during the presentation.	
13.	Appropriate use of classroom time	Student used entire class period to create rough draft, develop ideas and write sentences	Student used most of the class period to create rough draft, develop ideas and write sentences	Student used some of the class period to create rough draft, develop ideas and write sentences	Student used very little class time to create rough draft, develop ideas and write sentences	
Total					127	

Figure 23 - Rubric Tool to Assess Student Speaking Presentation

Evidence of Student Rubric

"Mi Familia" Project Student name: Saniya

Tell about yourself and greetings		
	Complete 1 point	Not attempted 0 points
1. Greet the class	✓	
2. Tell your name	✓	
3. Tell when your b-day is	✓	
4. Tell how old you are	✓	
5. Tell where you are from	✓	
6. Tell your favorite color	✓	
7. Farewell at end of presentation	✓	

Family Presentation Rubric					
Preparation & Required elements	¡Excelente! 20	Muy Bien 15	Bien 10	Aceptable 5	Inaceptable No effort 0
8. 10 family members other than self	✓				
9. Title of each member in Spanish	✓				
10. 7 statements about each member following the guided questions given	✓				
11. Photo or drawing of each member	✓				
Presentation					
12. Oral Presentation	Student speaks clearly and correctly, can be heard by all students in the room...does not ask the teacher for help during the presentation.	Student speaks clearly and only stumbles over a few words in the presentation. Student asks the teacher for help 1-2 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. May be heard by all students in the room, but asks teacher for help 3-5 times during the presentation.	Student mumbles and stumbles over Spanish words in the presentation. Is not easily heard by all students in the room, and asks teacher for help more than 5 times during the presentation.	
13. Appropriate use of classroom time	Student uses entire class period to create rough draft, develop ideas and write sentences.	Student used most of the class period to create rough draft, develop ideas and write sentences.	Student used some of the class period to create rough draft, develop ideas and write sentences.	Student used very little class time to create rough draft, develop ideas and write sentences.	

Total 127

Figure 24 - Evidence of Student Speaking Presentation (Rubric)

5.02 References

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