

¿Cómo sé yo qué necesito para ir a las vacaciones?

How do I Know What I Need to Go on Vacation?

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Unit Theme

Theme:

How do I choose new clothes to pack to travel to visit a Spanish-speaking country for the first time?

Topics addressed:

Appropriate clothing
Climate and weather
Things to see and do

Performances Objectives and Standards Addressed:

1. Students will identify three pieces of advice to use to pack after reading an article from the internet. (1.2, 3.2, 5.2)
2. Students will identify and describe appropriate clothing and its cost to be purchased for a planned vacation. (1.1, 1.3, 2.1, 3.1, 3.2, 5.2)
3. Students will identify and discuss expected weather conditions for the trip. (1.1, 1.3, 4.1, 5.2)
4. Students will choose appropriate verbs and use them correctly. (1.1, 1.3)

COMMUNICATION

- 1.1 INTERPERSONAL COMMUNICATION
- 1.2 INTERPRETIVE COMMUNICATION
- 1.3 PRESENTATIONAL COMMUNICATION

CULTURES

- 2.1 PRACTICES OF CULTURE
- 2.2 PRODUCTS OF CULTURE

CONNECTIONS

- 3.1 MAKING CONNECTIONS
- 3.2 ACQUIRING INFORMATION

COMPARISONS

- 4.1 LANGUAGE COMPARISONS
- 4.2 CULTURAL COMPARISONS

COMMUNITIES

- 5.1 SCHOOL AND COMMUNITY
- 5.2 LIFELONG LEARNING

This unit takes place in the first quarter of Spanish 2. Students begin by reviewing materials from level 1. From there they review and learn more about stem-changing verbs. At this point we enter the text En español at Unidad 3 etapa 3. Students will be expanding their clothing vocabulary, discussing the weather and stating opinions and feelings. Within this context students will focus on planning a trip to a Spanish-speaking country and the clothes that they will need for the weather conditions and things they plan to do there.

Activities:

- Readings on things to do in Puerto Rico and the island's climate (1.2, 2.1, 3.1 (geography, science), 4.2)

- Information Gap Activities regarding clothing and regarding activities (1.1, 5.1)
- Exercises regarding the weather and converting Celsius to Fahrenheit and vice versa (1.2, 3.1 (math, geography, science), 3.2, 4.1)
- Writing paragraph of ideal vacation (1.3, 5.2)
- Reading on what to pack to travel. (1.2, 3.2, 4.2, 5.2)
- Student pairs discuss plans to travel to a Spanish-speaking country (1.1, 3.2, 4.2, 5.2)
- First draft of final essay (1.3, 2.1, 4.2, 5.2)
- Peer editing of first draft (1.1, 1.2, 3.1 (geography, science), 4.1)
- Final essay and presentation of poster (1.3, 2.1, 4.2, 5.2)

Formal Assessment

Assessment Model: An essay and accompanying poster about their planned trip.

Interpretive Phase:

Students will have already been introduced to the final project and the clothing vocabulary. Also, students have read a brochure in the text regarding things to do in Puerto Rico and an article from the ancillary materials regarding the climate of Puerto Rico.

I will begin the reading by having the students brainstorm using a word web what information they might need before planning their vacation. Students will then look at the title and the headlines in bold of the article. I will ask the students to determine what the article is about and how it relates to their final project.

Students will then read the article. During their reading time I will encourage the students to underline words they don't understand, then go back and re-read to gain greater meaning from the context.

At this point students will complete the Interpretive Task Comprehension assessment, which will be returned to them within 2 days.

Interpersonal Phase:

After completing the readings, many sessions of question and answer as a whole class with the teacher, and a variety of focused Information Gap activities, students will pair up and discuss what their planned vacations would be.

Students will also have completed a worksheet that required research into the basics of their chosen country: weather, climate, activities to do there, etc....

Before the actual pairing, students will as a whole group brainstorm what types of questions they could ask about vacations and ways to further the conversation. I will show the students the rubric I will use to grade their performances, so that they are aware of what I will be evaluating. The emphasis during this activity will be on Communication Strategies and Language Control.

After the students have conversed for several minutes, they will be asked to complete a Venn diagram comparing their vacations. The students will then discuss which of the vacations is better and decide which to take. While students are talking, I will circulate and evaluate them. Their evaluations will be returned to them within 2 days with feedback included.

Presentational Phase:

Students will have known since early in the quarter that they have a project at the end of Unidad 3 etapa 3 that integrates the review materials and that chapter.

As part of their preparation for the writing element of the project, students will have already written a short paragraph of 8-10 sentences about their ideal vacation, which will be collected, evaluated and returned with feedback.

Students will be provided with the rubric and given the opportunity to ask questions. The first draft will be due 5 days later. Students will be reminded that the first draft is not a rough draft but a draft that is near a final copy, with the opportunity for rewrite.

On the day the first draft is due, students will be put into pairs to peer edit them, but the pairs will change with each aspect of editing. Desks will be paired face to face, with a Post-It on one desk in each pair. After each aspect of editing, the student sitting at the desk with the Post-It will move one pairing clock-wise. Students will have already practiced this type of peer editing with several journal entries they have written.

In the first pairing, the students will look at spelling. In the next pairing, the students will look at word choice. In the following pairing, the students will look at verb forms. In the next round, the students will look at agreement of nouns and adjectives. In the following grouping, students will advise on comprehensibility of the essay. In the final pairing of the written edit, students will look at organization and style. At the end of the peer-editing process, students will have an opportunity to ask questions regarding their drafts.

Students will then have 4 days to create a poster to use in the support of their oral presentation and 5 days to rewrite their essay for finished copy. Students will be told that the posters will be spot checked for words included.

The day that the posters are due, students will be divided into small groups of 4. Within these groups, the students will each present his/her vacation using the poster for props. The other members of the group will be asked to provide each presenter with feedback regarding the presentation and comprehensibility of the oral work.

Additional Teacher Material

- En español 1 textbook (McDougall-Littel) Unidad 3 etapa 3 and ancillary materials for in-class and homework exercises.
 - “Una excursión por la isla” pp. 230-235.
 - Lectura Unidad 3 etapa 3 Cuaderno para hispanohablantes
 - Information Gap Activities 1 (clothing needed for activity) and 4 (clothing for the weather)
- Teacher-created materials (vocabulary flashcards, worksheets, vocabulary list, etc.).
- Reading from the Internet www.worldtoursltda.com/recomendaciones.htm
- Handout of Venn diagram
- Overhead projector and transparencies of rubrics
- Other possibilities
 - Blog entry on trip to Ireland <http://ssl4you.blogspot.com/>
 - Selected videos from Muchoviaje.com such as on República Dominicana <http://video.google.com/videoplay?docid=-8317588587626637715&q=genre%3Atravel>

Appendix A Interpretive Phase materials

<http://www.worldtoursltda.com/recomendaciones.htm>

Recomendaciones

Sabe usted qué debe o no debe llevar en sus viajes?

Sabe a donde llamar a con quien hacer contacto en caso de emergencia?

Sabe qué puede hacer en caso de quedarse sin dinero en un viaje?

Sabe usted qué debe o no debe llevar en sus viajes?

La mejor manera de saber que llevar en un viaje esta en la organización. Esto se logra haciendo una lista detallada de lo que debe empacar dependiendo del tipo de viaje. A continuación hacemos algunas listas que pueden ser de utilidad. Las hemos dividido en:

- Ropa de Vacaciones
- Accesorios Importantes
- Consejos para empacar
- Consejos sobre su calzado
- Ropa de Negocios
- Documentos

Ropa de Vacaciones (Climas Cálidos)

Mujer	Hombre	Niños
Vestidos de Baño	Vestidos de Baño	Vestidos de Baño
Blusas y Camisetas	Ropa Interior	Ropa Interior
Shorts de Dril y de Algodón	Camisetas	Camisetas
Ropa Interior	Camisas de Manga Corta	Camisetas de Algodón con y sin cuello
Pantalones de Dril y Jeans	Camisetas con cuello (Tipo Polo)	Shorts de Dril y de Algodón
Vestidos Delgados	Camisetas T Shirt sin cuello en Algodón	Sandalias de Cuero y de Espuma
Camisetas T Shirt Largas para playa	Pantalones de Dril y Jeans	Medias
Pareos para playa	Shorts de Dril y de Algodón	Zapatos Tennis
Sandalias de Cuero y de Espuma	Sandalias de Cuero y de Espuma	Franelas de algodón
Zapatos Tennis	Zapatos Tennis	
Medias	Medias	
Sombrero de Sol	Sombrero o Cachucha para el Sol	Sombrero o Cachucha para el Sol

Ropa de Vacaciones (Climas Templados y Fríos)

Chaquetas Deportivas o informales	Chaquetas Deportivas o informales	Chaquetas
Sweaters	Sweaters	Sweaters
Bufandas	Bufandas	Bufandas
Zapatos de Cuero	Zapatos de Cuero	Zapatos de Cuero
Botas	Botas	Botas

Accesorios Importantes

Gafas de Sol	Caladryl para quemaduras Solares	Remedios Básicos
Protector Solar	Cremas Humectantes	- Aspirina
Cámara Fotográfica	Cachucha o sombrero	- Repelente contra insectos
Rollos Fotográficos	Elementos de aseo personal.	- Remedios para fiebre de los Niños
Filmadora	Pilas	- Medicamentos prescritos y Fórmulas

Consejo para Empacar:

Empaque pensando en aprovechar espacio y en que será usted quien en algún momento cargará las maletas. Comprima lo que mas pueda sus prendas compactándolas para tener espacio para mas ropa en la maleta. Algunas prendas se pueden enrollar evitando que se arruguen.

Consejo Sobre el Calzado:

Recuerde llevar zapatos suaves y cómodos para caminar que no le tallen, sobre todo si va a caminar grandes distancias y va a permanecer de pie por periodos largos.

Ropa de NegociosMujer

Vestidos Formales
Blusas
Pañoletas
Zapatos de Cuero
Cinturones
Ropa Interior
Medias

Hombre

Vestidos Completos pantalón y Chaqueta
Camisas
Corbatas
Zapatos de Cuero
Cinturones
Ropa Interior
Medias

Documentos y papeles que recomendamos portar en sus viajes

- Pasaporte
- Licencia de conducción en caso de arrendar un automóvil
- Tarjeta de Crédito
- Tarjeta para llamadas internacionales
- Traveller Cheques
- Assist Card

Nombre _____ fecha _____

Recomendaciones

I. Key word recognition

Find in the article the Spanish word that best expresses the meaning of each of the following words.

- | | |
|--------------------|----------------------|
| a. should _____ | f. collarless _____ |
| b. to pack _____ | g. temperate _____ |
| c. cotton _____ | h. to compress _____ |
| d. underwear _____ | i. advice _____ |
| e. sleeve _____ | j. comfortable _____ |

II. Important words and phrases

- First circle the letter of the ideas mentioned in the article.
- Then, write the letter of that idea next to where it appears in the text.

- A. make a detailed list
- B. double check your list
- C. pack thinking of saving space
- D. roll some clothes to avoid wrinkles
- E. no basic first aid recommended
- F. carry important papers
- G. plans are the same no matter what type of trip
- H. who knows if you'll have to carry your own bags

III. Main Idea(s)

Using information from the article, provide the main idea(s) of the article in English.

Student Name: _____

Assessment: _____

Interpretive	Exceeds Expectations	Meets Expectations	Almost Meets Expectations	Does Not Meet Expectations
Literal Comprehension: Word recognition Main idea detection Supporting detail detection	 Identifies some supporting detail.	Recognizes key words or phrases. Identifies most or significant important ideas expressed in words or phrases embedded in familiar contexts. Identifies the main idea(s) of the novice-level text.	Recognizes most key words or phrases. Identifies many important ideas expressed in words or phrases embedded in familiar contexts. Somewhat identifies the main idea(s) of the novice-level text.	Recognizes a few key words or phrases. Identifies a few important ideas expressed in words or phrases embedded in familiar contexts. Does not identify the main idea(s) of the novice-level text.
Interpretive Comprehension: Word inference Concept inferences	Infers meaning of unfamiliar words in new contexts. Infers and interprets author's intent.	Infers meaning of new words in context.		

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Evidence of strengths:

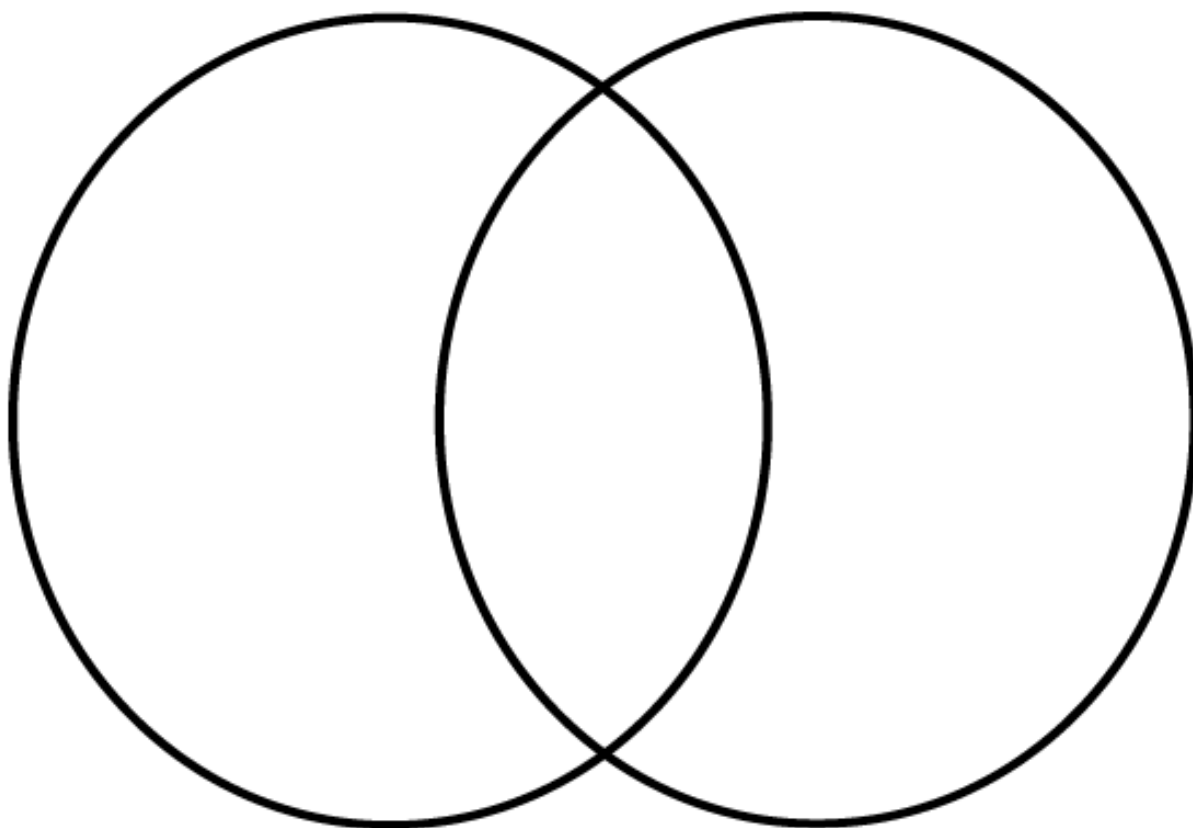
Examples of where student could improve:

Appendix B
Interpersonal Phase

Nombre _____
Nombre _____

fecha _____

Venn Diagram



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Student Name: _____

Assessment: _____

Category	Exceeds Expectations	Meets Expectations	Almost Meets Expectations	Does Not Meet Expectations
<u>Language Function</u> Language tasks the student is able to handle in a consistent, comfortable, sustained and spontaneous manner.	Creates with language, able to express own meaning in a basic way.	Much memorized language with some attempts to create.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
<u>Text Type</u> quantity and organization o language discourse (continuum: word – phrase – sentence – connected sentences – paragraph)	Mostly connected sentences.	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Word, phrases, chunks of language and lists.
<u>Communication Strategies</u> <i>Quality of engagement and interactivity:</i> amount of negotiation of meaning; how one participates in the conversation and advances it. <i>Clarification Strategies:</i> How the student handles a breakdown in comprehension; what one does when one partner doesn't understand the other.	Initiates and maintains simple conversation: asks and answers some basic questions (but still may be reactive). Clarifies by asking and answering questions or paraphrasing.	Maintains simple conversation. Asks and answers some basic questions. Clarifies by asking and answering questions.	Responds to basic direct questions. Asks a few formulaic questions (primarily reactive). Clarifies by occasionally selecting substitute words.	Responds to a limited number of formulaic questions (primarily reactive). Clarifies meaning by repeating words and/or using English.
<u>Comprehensibility</u> Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of the teaching situation is the conversation?	Although there may be some confusion about the message, generally understood by those accustomed to interacting with language learners.	Generally understood with little difficulty by those accustomed to interacting with language learners.	Understood with occasional difficulty by those accustomed to interacting with language learners.	Understood primarily by those very accustomed to interacting with language learners.
<u>Language Control</u> Accuracy, form, appropriate vocabulary, degree of fluency	Most accurate with connected discourse in present tense. Accuracy decreases as language becomes more complex.	Most accurate when producing simple sentences in present tense or using memorized language. Accuracy decreases when trying to express own meaning.	Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when communicating beyond the word level.

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Evidence of strengths:

Areas needing improvement:

Appendix C Presentational Phase

Spanish II - ¿Cómo sé yo que necesito en la maleta para las vacaciones?

You are planning a trip to your chosen country. You need to buy clothes that would be suitable for the trip. You will have a budget of \$300 to spend on the new clothes for the trip. When thinking about your trip you need to consider when you are going, what the weather will be like during the season you are visiting and the activities you want or prefer to do while there.

Before you go on your shopping trip you need to leave a message for your parents regarding what you will buy, since you're using **their** credit card. Make sure to mention the following:

- the varied clothing you will buy, including a description of color and cost
- how the chosen clothes are suitable for the weather conditions you expect to encounter in the season you will be there
- how the chosen clothes are suitable for the activities you prefer or want to do while there

The written message should be in paragraph form written in dark blue or black ink on every other line. Before handing in the final script, code the script in the following manner: Underline or highlight with these colors - clothing, yellow; prices, pink; colors, green; weather, blue; season, orange. Also circle your country/city and double underline the activities.

In case your parents miss seeing the note, you also have to explain to your younger sibling who can't read (the class) what to tell them. Create a poster with illustrations and 10 or fewer key words to explain the message to your sibling. This oral explanation should be fluid and not read from your poster.

This assignment was made on _____. First draft is due on _____.
Final draft is due on _____.

This benchmark is worth 100 points. Failure to submit this sheet will result in -2 points. Your final grade will be reduced by 10% for each day late.

Please note that all grammar used must have been learned in Spanish I or to this point of Spanish II. Although the use of a dictionary or www.wordreference.com is permitted, use of other translations sites is prohibited. No help is permitted from any other person. Any violation of these rules will be considered cheating and will result in a score of zero.

Student

Parent/Guardian

Criteria	Below Basic (1)	Basic (2)	Proficient (3)	Distinguished (4)
Content (16)	Student includes 19 or fewer of the 28 elements: 14 15 16/17 18/19 4 5 6 7	Student includes 20-23 of the 28 elements: 20 21 22 23 8 9 10 11	Student includes 24-27 of the 28 elements: 24 25 26 27 12 13 14 15	Student includes all of the following: <input type="checkbox"/> 8 items of clothing or accessories <input type="checkbox"/> 4 prices <input type="checkbox"/> 8 colors <input type="checkbox"/> 3 accurate weather expressions <input type="checkbox"/> the correct season <input type="checkbox"/> name of the city/country <input type="checkbox"/> 3 activities
Organization & Style (16)	Mostly memorized language with attempts to create. Uses simple sentences and memorized phrases.	Able to create with languages in a basic way. Uses simple sentences with some connection between sentences. Vocabulary is basic.	Able to create with language using transitions to connect sentences. There is variety in word choice and length of sentences.	Language flows naturally with evidence of risk-taking. Able to use language creatively, mostly with mostly connected sentences and paragraph-like form.
Conventions A (24) (Targeted grammar & usage) verb forms word choice word order adjective agreement	Accurate with memorized language. 9 or more errors and/or insufficient data to demonstrate mastery	Mostly accurate, producing simple sentences. 6-9 errors and/or insufficient data to demonstrate mastery	Mostly accurate with connected sentences. 3-5 errors	High degree of accuracy, with connected sentences. 0-2 errors
Conventions B (12) (General grammar)	11 or more grammatical or spelling errors.	7-10 grammatical or spelling errors.	4-6 grammatical or spelling errors.	0-3 grammatical or spelling errors
Presentation (16)	Frequent hesitation. Use of note card. No poster used. Barely audible.	Some hesitation. Use of note card. Minimal use of poster. Heard and understood.	Minor hesitation. Minimal use of note card. Use of poster as prop. Easily heard and understood.	Presented fluidly. Supportive use of poster. Easily heard and understood.
Comprehensibility (16) 8 writ ten/8 oral	Understood with occasional effort by those used to language learners.	Generally understood by those used to language learners.	Generally understood by those <u>un</u> used to language learners.	Understood by those <u>un</u> used to language learners.

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and
Souderton Area School District - PSSA Domain Rubric - World Language

Standards addresses: 12.1.1 A, B, C, E Stage 2 and F Stage 1, 12.3.1 A Stage 1