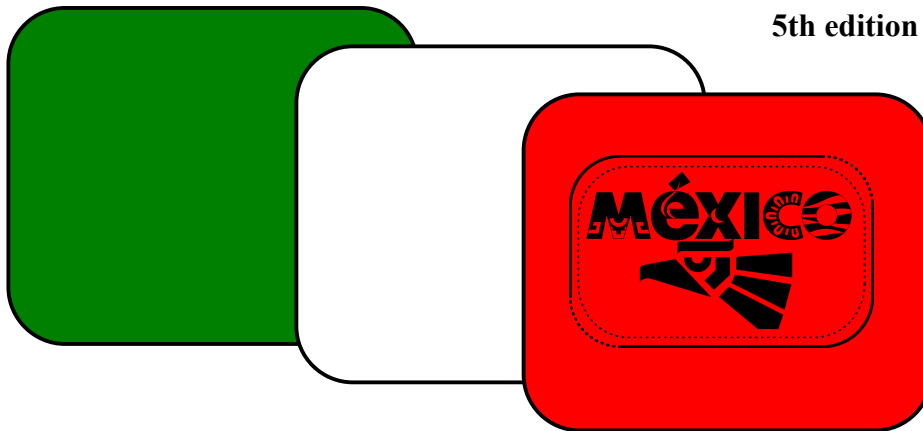


PREVIEW

# Spanish 1 Teacher Resource Book

5th edition



## A Teacher's Guide

To Purchase this book go to:  
[SpanishTeacherShop.com](http://SpanishTeacherShop.com)

By:



Welcome to the Spanish 1 Teacher Guide. Inside you will find ready to use ideas to help you get started on being a great Spanish teacher. Whether this is your very first teaching position or you have taught before, this guide is sure to offer you great resources. The resources included are not meant to be the end-all-be-all, but hopefully some will spark other ideas for you to develop further or simply just edit for your own students. Although these ideas are all geared for level 1 or beginning classes, they certainly can be adapted for all levels.

Some items are ready to print and hand out to students, or ready to copy onto an overhead. Other items offer ideas and tips for you to build off of. You can edit any activity to personalize it for your own class.

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## CHAPTER 1

### Beginning of the Year

On the first day of school, get to know your students. Introduce yourself including your background in the language. Tell them personal details of your life such as your favorite movie, book, music, and about your family.

Have the students share information about themselves to the class. Post a few statements on the board and have each student individually share. Might include: birthday, favorite food, music, t.v. show, movie, book, what they did over summer break, and something unique about themselves.

Have a seating chart the first day when they walk in. You can have the roster posted in the front of the room with a number assigned to each student. Have these numbers laid out on the desks on a notecard so students can easily find their seat.

You might ask the students to fill out a survey the first day to get to know them better and find out important information. You can adjust the seating chart based on any information they give you (such as a need to sit close to the front). I like to add questions that I can use later in the year, such as asking about their favorite celebrity or superhero so I can build that into a class worksheet to use later on. See page 3.

Around the second or third day, go over classroom rules and your syllabus. Have students come up with class rules that they believe are appropriate. List them all on the board. Then condense them to 15 that are general enough and incorporate their ideas. Print out the rules and have students sign or initial the sheet of rules that they came up with and agree to.

A tip on collecting work/grading: Assign each student a number based on his or her position on the roster. For example, the first student would be number 1 and so on. Have them write their number on anything you collect. You can either call numbers to collect or have students place them in numerical order. You will not believe you how much time this saves!

Grouping: If you are going to group students randomly, instead of going down the rows and using 1, 2, 3, 4, 1, 2, 3, 4, use vocabulary. You might have groups of “leones, tigres, elefantes, y jirafas”

For those students that frequently forget their workbook or textbook to class, have a few extras available with a number on each one. Have the student sign out the book for the period, writing their name, date, and book number checked out. Have a separate sheet for each class period. If the student checks out a book three times, issue a detention. (See page 9)

To decorate your room:

Check out Dollar Stores! They usually have a section for teachers including posters, stickers (all students still love stickers!), classroom supplies and more. You can use wrapping paper, plastic tablecloths, or even fabric to use as a background for your bulletin boards. Summer garage sales are a great treasure hunt for classroom games, organization utensils, books, and hands-on manipulatives. Also, be sure to keep your eyes open for Teacher Appreciation deals at office stores for freebies. Stores such as Staples, Wal-Mart, and Office Max have been known to give away a selection of free supplies during a morning breakfast usually around the middle of August. Call your local store to find out when their date is!

If you are looking for an easy way to hang up your flags, you can try purchasing large 3'x5' flags of Spanish Speaking countries for pretty decent prices on ebay. I used to tuck them into the ceiling tiles and

let them hang against the back of the wall. I also have metal frames around my windows, so I buy magnetic clips and hang them over the windows. However, to hang them up on a wall, you will need something stronger than tape or those sticki-clips. Instead, buy “3M Command Hanging Clips” (you can get a pack of 6 for a few dollars), and they will stick to anything. I have used them against cement brick wall, actual brick walls, and drywall and it stays put, but you can take it off without leaving marks. It really works! Then, go to the curtain or shower rod aisle of your favorite department store and pick up a tension rod for \$5-10 depending on the size. And what teacher doesn’t have binder clips laying in some desk drawer. Attach the Hanging Clips to the wall, clip the flag to the tension rod, and wham!, you have your flag the way you want it.

Another cheap way to decorate your room with a classic look is to buy 12x12 photo frames. You usually have to order them online, and they might be found under record album frames. I bought a pack of 6 for less than \$30. These are great to take pictures out of a wall calendar to hang up in your room. You can wait until the calendars go on clearance to see what you can find. I found a Linda Khoo art calendar, so I hung up three of her pictures. It is a great way to display the work of artists or cultural places.

Another great place to buy personalized materials for your classroom is vistaprint.com. You can create your own posters, yard signs to hang up, address labels to attach to student work, business cards that you can create as checklists for students. The possibilities are endless.

You can always find more ideas on our website at [www.spanishplans.org](http://www.spanishplans.org) and I recommended using Twitter for your professional development. Foreign Language teachers get together on Thursday nights to participate in discussion about best methods and to share resources. Type “#langchat” in the search box on twitter to read great tweets. Other “hashtags” to follow are “#flteach” and “#spanishteachers”. You can read previous sessions here: <http://langchat.pbworks.com/w/page/39343677/FrontPage>

And lastly, the best advice I can give to any foreign language teacher is “Teach in the language, not about the language.”

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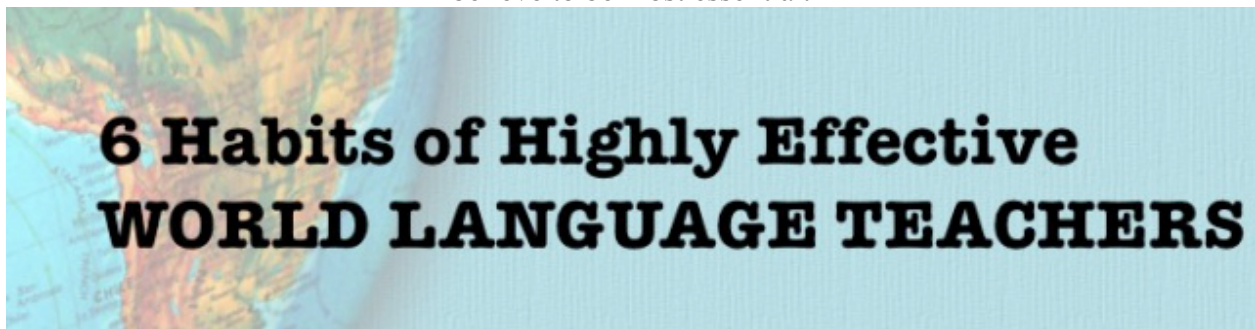
Using Social Media in the Spanish Classroom

## Effective World Language Teachers

Every teacher wants to be the best they can be for their students. While there are many attributes that can make a great teacher we can also observe some behaviors and routines that are in a great world language teacher's classroom.

It's good to be reminded of the actions that make a good foreign language teacher. A supervisor may use a checklist like these during an observation, you may want to self-assess your own classroom, or if you are really daring, have a student(s) check off on these.

Below you will find some rubrics we have found around the web, but first we'd like to highlight some we believe to be most essential.



- Units have real world language performance goals and students have opportunities to communicate in real world context.
- Teacher uses the target language to conduct class (with out English translations). The teacher uses a variety of methods to make language comprehensible.
- Students have adequate opportunities to process the language before being expected to produce language.
- Instructional activities keep all students engaged and on-task in using the language.
- Authentic materials are integrated into the lesson and exhibit cultural significance/perspective.
- The teacher measures student language proficiency in a variety of ways that focus on what the student can do with the language.

Link to Rubrics:

<https://spanishplans.files.wordpress.com/2014/01/full-class-observation-secondary.pdf>

<http://www.tellproject.org/tools/feedback/>

PREVIEW

## **Setting up a Proficiency Based Classroom**

It wasn't until several years after I started teaching until I found a dedicated group of teachers on twitter that became my own Personal Learning Network (PLN) that had changed my teaching in a significant manner. I began to focus not on my teaching but on the students' learning. I realized that although my goal was for my students to be able communicate in the foreign language, it was difficult to do that in a classroom when you had to memorize verb forms and practice for a test with fill in the blanks. I decided to drop the explicit teaching of grammar and instead focus on giving my students as much input as possible through authentic resources and comprehensible listening activities. I made it a point to speak more in Spanish and designed activities where the students had to communicate.

The first step in designing a unit is to start with the objectives. What will the students be able to do at the end of the unit. Do I want my students to be able to conjugate –ar verbs or do I want my students to be able to talk about activities they do on the weekend? The choice was between teaching grammar and teaching communication.

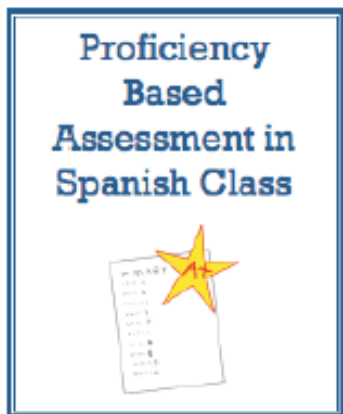
Once I had the list of objectives for the unit, I looked for input to give the students. Finding articles, images, dialogues, videos, songs, or anything else that showcased the language was the key. Students could see and hear the vocabulary being used in actual situations.

The next step was creating activities where students could practice the objectives. It wasn't about giving them a worksheet to complete. It was about giving them a simple-task to complete with their partner.

The last component was easy: assessment. The test was already made. The students were assessed strictly on the unit objectives. All I had to do was create a situation where they would utilize that specific language. Students would either write these out or present them orally. And by using proficiency based testing (see next page) students' grade were based on their ability and level of production. I've seen students who would normally do poorly on traditional tests be able to show what they have learned. They not might have been able to conjugate a stem change verb in all five forms, but they could show me that they could communicate!

## Proficiency Based Assessments

At the beginning of the school year we undertook a new philosophy of teaching and assessing our students. We wanted our assessments to assess what students **are able to produce** themselves, instead of what they couldn't do. No longer would our tests include multiple choice, fill in the blank, or true/false statements. Instead, our tests (which we don't even call a 'test' but rather an 'assessment') would be all production based.



After 2 end-of-unit assessments this year, I am thrilled. I have given one writing assessment and one speaking assessment. I've seen kids that would typically do horrible on traditional tests do quite well on the proficiency-based assessment. They were able to tell me what they knew how to say. Was their grammar perfect? Not at all. Did they use every single vocabulary word from the unit? Nope. But were they able to **communicate** and be understood? YES! And I think those students should be proud of that.

To plan your own assessment, first decide what the unit objectives are going to be before you begin the unit. Go over these goals with the students. What are they going to be able to do at the end of the unit? Then, all you have to do is formulate these objectives into a prompt for the assessment. The objectives you set are the study guide. The students know exactly what they need to **DO** on the assessment.

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## MovieTalk

MovieTalk is an engaging way to provide comprehensible input through a story by using an already made video. Many teachers use animated shorts that you can find on youtube. The teacher describes the video using comprehensible language. Ideally, the video should be less than 5 minutes although the process should take 35-45 minutes.

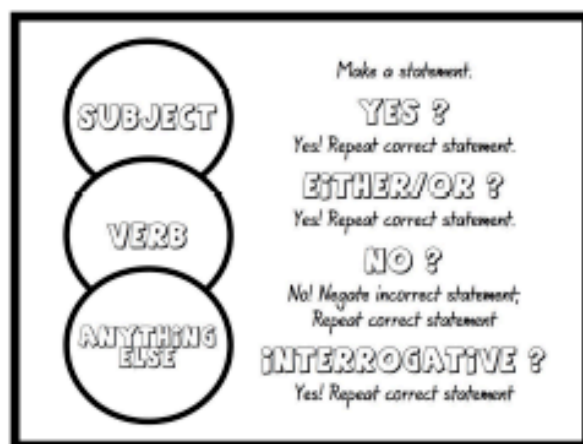
As you are describing what is happening in the video, you continually pause to ask questions. Use the TPRS circling technique. As Martina Bex describes them (link below), you start by making a statement. You then put that statement into a question, where the answer is yes. Then you change part of the question so the answer is no. The next step is to change the object of the sentence and offer up an either/or option for the students to choose. You then formulate a question for the students to answer using that information (who/what/when/why/etc.)

For further details, see the link below:

<https://martinabex.com/teacher-training/essential-strategies-for-tpisci-teachers/how-to-circle/>

You can also ask the students other questions related to what is happening in the movie. Although, you want to make sure you “Circle” the main structures you are trying to have the students acquire through the story.

The next day, you can re-show the video, although this time you can go through the story much quicker, or have students provide the majority of the details. Follow-up activities can include having students re-tell the story to their partner, re-writing the story, or creating a similar story.

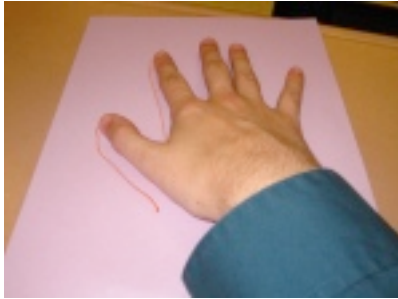


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## The Hand Graphic Organizer

1. Have students trace their right hand (or their left hand palm up). The idea is make sure the thumb is on the left.



2. Write in the subject pronouns at the top of each finger, where the fingernail would be. 3 of the subject pronouns relate perfectly with the imagery of the hand. Start with the thumb. The thumb stands for “Yo” because you can use your thumb to point back at yourself. The index finger is “Tú” because you can use your index finger to point to someone that you are talking to. And lastly, the ring finger stands for “Nosotros” because when you wear a ring, it symbolizes your relationship with someone else, “me and someone” equals “we”. Go ahead and add “él, ella, usted” to the middle finger (nothing to note on this one!!) and “ellos, ellas, ustedes” on the pinky. Someone students have come up with you make a “pinky promise” with “other people”.

3. Have the students think of a verb. If you are studying -ar verbs, then they would choose an -ar verb. Have them write this at the bottom of the palm and to draw a quick sketch in the middle of the palm.

4. Write the forms of the verb in each finger according to the subject. You can do this activity with any tense you are studying.

5. Finally, cut it out. You can hang these up in your classroom or have the students use them as study tools.



You can have the students keep these as a study tool, or collect them and pin them up on a bulletin board.

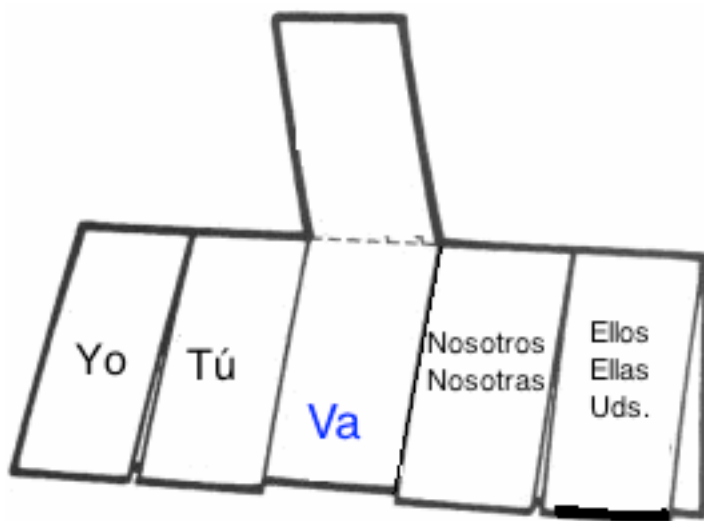
### Flat Notecard Chart

1. Take a notecard, draw a line down the middle and two lines across to make six boxes.
2. Write in the verb forms according to the subject pronoun that is associated with that space. If you are teaching subject pronouns you can also make an organizer for that as well. The singular subjects are on the left hand side and the plural subjects on the right side.

Tengo	tenemos
Tienes	tenéis
Tiene	tienen

### Flip Chart Notecard

1. Take an index card, fold it in half vertically (hot-dog style).
2. Cut 4 slits from the edge to the fold.
3. On the outside of the flap, write in the subject pronouns on the 5 flaps.



4. On the inside, underneath the flap or on the back, write the verb forms.
5. You can also write the English definitions on the inside as well.

## Connecting to Students' Interests

I realized something important while doing a lesson with the textbook's vocabulary. The vocabulary was "household chores" going along with the House Unit. After the initial vocab introduction, we started talking about what chores my students do. I quickly realized that most of my students don't do any chores at all. So it's difficult to "say what chores my siblings and I have to do" and "how often" as our objectives would require.

During one oral activity when students were to walk around the room and ask their classmates questions, I had to interject to keep them in the target language. I reminded them the point of the activity was not to get every line filled with an answer, but rather to be practicing their communication. In doing so, I made a comment that left me questioning the purpose of the unit. I said "Do you really care if Johnny washes the dishes and how often he does it? No, of course not. That's not the point. The point is to be communicating."

But how can we expect children to want to speak in the target language if they are talking about something they have no interest in. Let's be realistic; Nobody cares about what chores their classmates do. How engaging is talking about chores? Why are we even teaching these words?! How often is Johnny going to encounter a Spanish speaker and tell them that he rarely vacuums the floor?

Sure, eventually in order to become fluent, knowing specific vocabulary like household chores will be useful. But if we want to keep our beginning levels students interested in the language, we have to make the learning both **USEFUL** and **INTERESTING**. You can bet that is the last time I will be teaching *vocabulario de los quehaceres*.

I did a quick, informal survey with my students today and asked them what activities they do at home and what topics they wanted to learn in Spanish. Some of the more popular responses were in regards to Sports, TV, Celebrities, and using the Computer. So why are we wasting our time with teaching such words like "ajedrez" and "patinar" if our students really don't do those activities. Instead we should be teaching "mandar un texto", "ver un video por Youtube", "comentar en facebook" and activities that are students are interested in. Don't just stick with the vocabulary that is in your textbook. Remember, words are not part of your curriculum. I doubt your curriculum says to teach "patinar" with "me gusta", but rather states to "talk about likes and dislikes", so let's actually give students the words for the activities they really like to do.

And when it comes to the textbook, do your students really want to describe a picture of some guy named "Juan" on page 25 of some textbook or would they rather describe the members of One Direction or characters from their favorite TV show or movie? **We must connect with our students if we want them to connect with the language.**

I brought in some teen magazines I had purchased in Argentina and immediately my students were interested in picking them up and looking through them. Have them read the novel "Pobre Ana" and ask yourself "Why would they care?"

Here are 4 teen magazines online that have articles your students are going to WANT to read.

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## Using Social Media in the Spanish Classroom

We are always looking for authentic resources to use in our lessons. Right now, Instagram is the social media of choice for students. We found Instagram accounts full of authentic quotes that pertain to students, especially regarding school. What a great way for kids to read authentic texts and be engaged.

Ways Instagram could be incorporated in foreign language class:

1. Print the image and make a bulletin board.
2. Insert the images into a powerpoint. Go over in class, or print out handouts and have students read
3. Post image to class IG account (or blog or edmodo) and have students comment.
4. Have students search on instagram for vocabulary words and have them comment with a common hashtag that the class can see if they look up that hashtag.
5. Create a class account. Follow the accounts below. Once you are following, you can project your feed on the board and let students see the pictures. You can even select one student to use an app such as "Repost" to repost an image to the class account. Encourage students and parents to follow the class account. You can post questions and have students respond on IG or use it to spark a discussion in class.

### Travel and Culture:

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### Memes and Humor:

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\*Proceed with caution as these sometimes may contain language or content unsuitable for educational setting.

### News, Pop Culture, Sports

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## **CHAPTER 2**

### **Bell Ringers and Homework**

Bell Ringers are a great way to get the class started while you do the administrative tasks of taking attendance and checking for homework. It's best if the bell ringer is short and quick. They should be related to the previous day's vocabulary or grammar concept, or something that requires students to go back and look in their notes.

I hand out a sheet where the students write the date and the answers to that day's bell ringer. Or you can have students dedicate a section of their notebook. You can choose to collect this at the end of the week and grade it if you choose.

Be consistent in the use of Bell Ringers as a daily warm-up and set your expectations for the students. Whether you collect them at the end of the week or quarter or simply account for them in a participation grade, hold students accountable. Go over them everyday before you get into the homework.

For a powerpoint of ready to use Bell-Ringers, go to  
<http://www.teacherspayteachers.com/Product/Spanish-Bell-ringers>

Exit passes are a way for you to do a quick assessment at the end of class. Give them the last few minutes of class to complete and have them show you on their way out. You can collect it as they leave and read through them after class, gauging what you may have to go over again in the next class, or you can check them and make them correct it before they can actually leave.

Quick Assessment: You can also give a short 5-10 question/point quiz at the end of class in regards to that day's topic or at the beginning of the next class in regards to the previous day's instruction. I like to give these on 3x5 index cards as well. It saves a ton of paper and is easy to grade.

Parent Contact: To keep communication with parents regarding homework completion, use the Homework Not Done pass when a student fails to complete their work. It's a quick sheet the student can fill out and you check, which requires a parent signature of missing work. Works great for short-term projects. Of course, calling home is always a good idea too. It works even better if you can have the student make the phone call with you standing there. Then the student is taking the responsibility to own up to his/her actions and you can make sure they tell the correct version. Remember to record the date, time, and reason for calling. And don't forget to make a few positive calls home, too!

In this Section:

- Bell Ringer Sheet
- Bell Ringers
- Idioms/Proverbs
- Exit Passes
- Homework Not Done

# Exit Passes

You can use a regular index card or you can use a template and pass out.

Exit Pass ideas:

- Put a sentence up on the board that has numerous mistakes. Students have to correct the sentence. Be sure to include the grammar topic you are currently studying as well as typical mistakes your students generally make.
  - Have the student state what is unclear to them after a new lesson.
  - Have them ask a question about something they don't understand.
  - Have them list a topic they would like to review.
  - Ask them to respond to a question.
  - Use 5 vocabulary words in a sentence.
  - State the rules of a new grammar concept.
- 

The following is a copy of the Homework Not Done note that I send home to parents:

## Homework Not Done

Just a brief note to inform you that \_\_\_\_\_ has not completed the following homework. This particular assignment will be accepted late and needs to be turned in ASAP. Any questions, please contact the teacher.

Subject: SPANISH

Assignment: \_\_\_\_\_

Assigned on: \_\_\_\_\_ Due on: \_\_\_\_\_

Point Value: \_\_\_\_\_ [    ] One letter grade marked down for each day late  
[    ] Other

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

*\*This sheet must be signed and returned the next day with the completed assignment or a detention will be given.*



## CHAPTER 3

### Games, Activities, and Vocabulary Practice

In this Section:

Game Ideas

Communications Practice

Speaking

Listening

Reading

Writing

Oral Practice for whole class

Vocabulario Points

Communicative Gemelos Activity

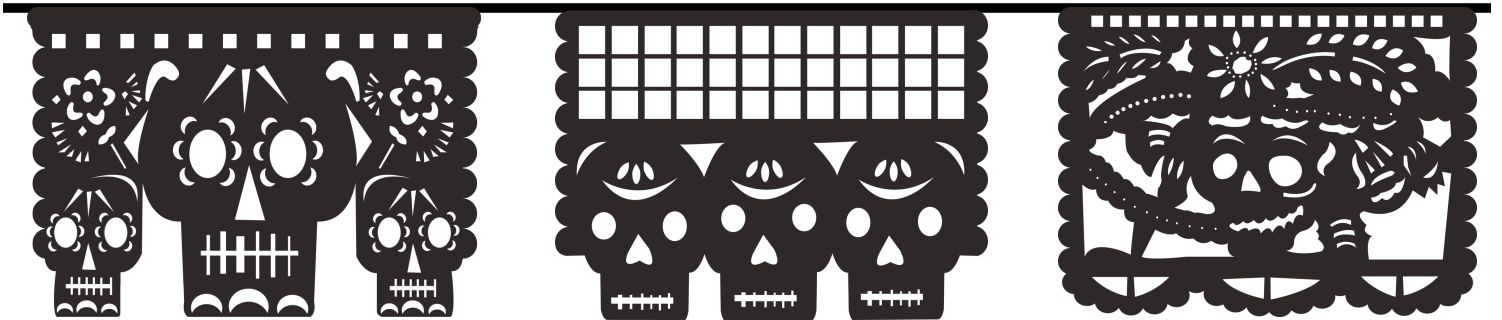
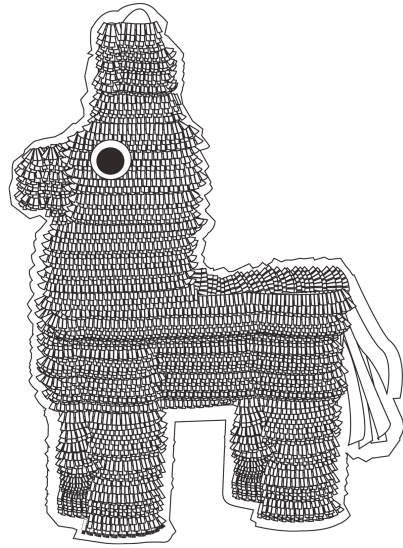
Clock Partners

Country Partners

Connections to Real Life

Food Vocabulary Using Pictures

Using Songs in Class





## Game Ideas

### Matamoscas / Flyswatter

Materials: Pictures of vocabulary to display on board or on overhead (or just the word on written on overhead/board), Flyswatters

Divide class into 2 teams. Student from each team goes to front with a flyswatter. Teacher calls out a word in Spanish. First student to hit the picture earns a point for their team. (Emphasize this is a no contact game and students may not “block-out” other students).

For higher-level thinking: Instead of saying the word, describe the item in Spanish.

### Las Olimpiadas / Olympics

Materials: Worksheets

Divide the class into groups of 4. Create review questions for a test and divide them up into sections. You can use matching, fill in the blank, open response, etc. Make enough copies for one for each group and cut them up. Pass out sheet to each group face down. The group may only turn it over when you say “begin”. The first group to get all questions correct gets 5 points, the next group 3 points, the next 2, and then 1 point. If a group turns it in and has something wrong, return the sheet to them so they can take it back to their group to fix. All group members must work together and switch who writes. When all groups are done, go over the answers. Around 5 worksheets will take a class period depending on length/difficulty.

### Concentration / Matching:

Materials: 2 Notecards per vocabulary item.

1 notecard with picture, other notecard with word or 1 in Spanish, 1 in English

In pairs, students will turn over two cards over to see if they match. If there is a match, that student takes both cards. If not, both cards are turned back over and it is the other person's turn.

### Pesca / Go Fish

Materials: Set of 2 Notecards with pictures of vocabulary

Played in partners. Both sets of cards in one pile, shuffled. Student hands out X amount of cards to each player. The remaining cards go in a center pile. Students try to find matching cards (ie. Two cards with a picture of “carro” on it). The first player asks “¿Tienes un/una \_\_\_\_\_?” If the answer is “Sí” they hand that card over and the person has a match. If the answer is no, the person says, “No. Pesca.” and the student chooses a card from the pile. The person to get rid of their cards first wins.

Variation: Have a set of picture flashcards and a set of word cards to match.

### Categorías / Scattergories

Materials: Timer, index cards

Select categories/theme: Example: classes, supplies, nouns, adjectives, verbs, etc.

Letter is called out. All items in columns of categories must start with that letter (or have that letter in it). Timer set for 1 minute. Teams fill up columns with words with that letter. Once timer is up, then a team reads its list aloud to class and if another team has that word, they cross it off their list. Points are only awarded for unique/unduplicated words among teams.

### Mímica / Charades

Materials: Index cards.

Write verbs on cards. Divide into teams. Students act out verb, team guesses. Good idea to set a time limit.

Papa caliente / Hot potato

Materials: Timer/music

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Spelling circle:

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Bingo with Verb Forms:

You can give students a list of 6-10 verbs to choose from. They are to write the infinitive in the

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Vocabulary Bingo:

Removed in Preview

¿Quién Tiene? / Who has?

Removed in Preview

20 Questions Game:

Removed in Preview

## Communications Practice

The following activities are ways to have the students practice their communication skills of speaking, listening, reading, and writing in Spanish.

### Speaking:

- Have students write questions on paper, put in bag, students pull out, read question and call on someone to answer. That person picks the next question.
- Students write three questions. Have the class form two lines facing each other, or an inner and outer circle facing each other. Have the students face each other and ask and answer the questions. After a period of time, have one line rotate and continue asking questions until students are back to the first person they talked to.

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### Listening:

- Have students move to different sides of the room based on what they teacher says. For example one side might be “Si te gusta más el color rojo” and the other side “Si te gusta más el color azul”
- You can also do this with what they students are wearing. “Levántate si llevas algo rojo”

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**Reading:**

- Take a passage of an advanced or higher-level text and have students read through it. Have them look for words they can identify. This teaches students to look for context and that they can identify some words, even if they do not understand the whole text.
- Have a short dialogue and have students perform it in front of the class. It gives them an opportunity to re-read numerous times and to hear it numerous times as different groups present the same story. You may want to give a prize to the group that acts it out best, as voted by their peers.

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**Writing:**

- Have a beginning and an end to a dialogue. Students must fill in the middle. Can also have the first strip of a cartoon filled in and students must finish the comic.
- Give them a word or a topic. See how many sentences they can write in a given time.
- Place a picture of people or a situation on an overhead. Have students write about the picture, being as descriptive as they can.

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"Tengo tres \_\_\_\_\_. Se llaman \_\_\_\_\_, \_\_\_\_\_, y \_\_\_\_\_. Son muy \_\_\_\_\_ y un poco \_\_\_\_\_." In this example, the students could choose to make them friends, cousins, teachers. They also give them names and finally give descriptions using the verb ser. You can create it "Mad Lib" style by telling them what type of word goes in the blank (noun, masculine singular adjective, infinitive verb, etc.)

- Give students a short, simple sentence. Then the students must extend the sentence by adding more detail. Another alternative is to have them change or substitute a word in the sentence.

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### Gemelos Activity

Have enough dates as you have students in the class. Cut out the dates individually and pass out to students. Students are to go around the room, asking each other “¿Cuándo es tu cumpleaños?”. When they have found the person with the same date, they have found their gemelo and sit down next to each other (and can be partners) for that day or week.

El doce de septiembre

El doce de septiembre

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## Using Songs in Class

Using songs in class is a great way to bring authentic culture and language to the classroom. Be sure that any song you play contains appropriate lyrics. You will find that students will ask you to play certain songs or even download them to their mp3 players because they heard it in class.

- Hand out sheet with all lyrics and have students do a hunt for... certain verbs, adjectives, cognates, etc.
- Hand out sheet with missing lyrics and have students fill in as they listen to the song.
  - You may choose to have a word bank or not.
- Listen to song once without lyrics to get a sense for song. Listen to the song again, this time with the objective in mind (filling in lyrics). Replay once again for students to double check.
- Go over lyrics as a class. You may have students look up some words they don't know in dictionaries and offer these words as extra credit on an upcoming test.
- Another option is to cut up the lyrics line by line and have partners try to put the lyrics back in order as the song plays. This makes a good bell ringer or a great listening activity for partners.
- Use the website LyricsTraining.com and have students listen to the video and type the lyrics
- In March, we play "March Music Madness" with a bracket-style format similar to March Madness. See the next page for example.

### Popular Artists:

Juanes  
Maná  
Jesse & Joy

Shakira  
Camila  
Los Enamitos Verdes

Bacilos  
Raquel Sofia

### Popular Songs:

Fotografía por Juanes con Nelly Furtado  
Te busqué por Nelly Furtado con Juanes  
Ven conmigo por Cristina Aguilera  
La Historia de Juan por Juanes  
Pobre Juan por Maná  
Volveré por Jesse & Joy  
Nada que perder por Maná  
Colores, Colores por Bacilos  
El Edificio por Bacilos  
De Que me Sirve la Vida por Camila

You can buy and download these songs off of iTunes and burn your own CD or play from your computer in class. Or if you have access at school, you can play the song from youtube. Preview the official video to see if it is appropriate or watch lyric videos.

For more song ideas: <http://spanishplans.org/tag/musica/>



## CHAPTER 4

### Projects and Assessments

In addition to chapter tests and quizzes, projects are great assessment tools and allow students to showcase their skills. Giving students choices on projects allows them to feel ownership of their work and may lead to greater motivation.

Projects are a chance to use Howard Gardner's Multiple Intelligence in the classroom to allow for a showcase of different talents and abilities. Some ideas for the various intelligences are as follows:

#### **Bodily-Kinesthetic**

Role play  
Build or construct a....  
Make a model of..  
Total Physical  
Response (gestures)

#### **Logical-Mathematical**

Predict rules of....  
Create graphic organizer  
Apply steps of  
grammar....

#### **Intrapersonal**

Journal  
Set goal  
Express idea  
Self assess  
Reflect on...

#### **Interpersonal**

Work in group to...  
Work with partner to...  
Solve problem with  
group

#### **Musical-Rhythmic**

Write song lyrics...  
Sing a song  
Explain how a song...  
Find a song that has...  
Present a song  
Learn about latino  
artists

#### **Verbal-Linguistic**

Write an essay on...  
Summarize...  
Explain how to...  
Write/Present a dialogue  
Create a crossword  
puzzle

#### **Visual-Spatial**

Draw a...  
Make a poster of...  
Use manipulatives to...  
Create a cartoon  
Design a web site, or  
powerpoint

#### **Naturalist**

Classify objects  
Learn nature vocab

In this Section:

Project for School Supplies  
Project for Commands  
Pronunciation Assessment Rubric  
Project for Reflexive Verbs Unit

## CHAPTER 5 LINKS

### Collaboration / PLN

#### LangChat Summaries

<http://langchat.pbworks.com/w/page/39343677/FrontPage>

Weekly summaries of discussions held by Spanish teachers on twitter. Regarded as the best free professional development

#### Facebook Group: Spanish Teachers in the US

<https://www.facebook.com/groups/221167251425345/>

Members of this group share lesson plan ideas, resources, ways to implement the Common Core State Standards and discuss the language.

#### Facebook Group: IFLT / NTPRS / CI Teaching

<https://www.facebook.com/groups/IFLTNTPRSCITEACHING/>

A group of nearly 2,000 teachers enthusiastic about using Comprehensible Input in their classroom.

### Language Help

#### Wordreference

<http://wordreference.com/>

Best online dictionary for languages.

#### Wordreference Forums

<http://forum.wordreference.com/>

Online discussion board for asking questions about vocabulary and grammar.

#### Real Academia Española

<http://rae.es>

The Royal Spanish Academy official page with an online dictionary. Look up definitions for words in Spanish and have students write the correct vocabulary word.

### Sites for Students

#### Mas Arriba

<http://www.trentu.ca/academic/modernlanguages/spanish/masarriba/>

Más arriba is an interactive workbook of introductory Spanish language exercises, based on basic vocabulary and language points. It consists of color drawings, audio clips, and instant feedback.

#### Quizlet

<http://www.quizlet.com>

An online flashcard website. Teachers can create online flashcards and have students join their classes to access their set of flashcards.