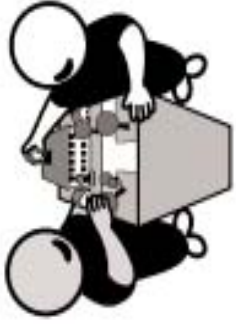

YEAR 1

Applications	3
Language Competence	23
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APPLICATIONS
YEAR 1



Applications





APPLICATIONS

General Outcome 1: Students will use Spanish in a variety of situations and for a variety of purposes.

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence, is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks (Celce-Murcia, Dörnyei, and Thurrell).

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings, there are one or more strands. Each strand deals with a specific language function (e.g., share factual information). Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., “This is my dog.”). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled **manage group actions** has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading **to extend their knowledge of the world** will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.



PRESCRIBED OUTCOMES
<p>General Outcome 1: Applications Students will use Spanish in a variety of situations and for a variety of purposes.</p> <p>1.1 impart and receive information</p> <p>1.1.1 <i>Share Factual Information</i></p> <ul style="list-style-type: none"> ❖ share basic information (e.g., their name) ❖ identify concrete people, places, things

SUGGESTIONS FOR INSTRUCTION

- Have students form two circles, one inside the other. With music playing, ask one circle to walk in one direction and the other to walk in the opposite direction. When the music stops, have students interview the classmate opposite them, using familiar patterns such as the following (BC *Resource Package*, 12)*:
 - ¿Cómo te llamas? Yo me llamo _____ y tú?
 - ¿Cuántos años tienes? Tengo _____ años, y tú?
 - ¿Cómo estás? Estoy _____
- Have students in pairs use pre-framed models to dramatize situations in which they need to provide specific information, real or fictitious. For example, ask students to imagine that they are arriving at a border crossing where they must provide information required to have their passports stamped (BC *Resource Package*, 20).
- Play *Information Search*. Ask students to complete a questionnaire related to simple personal information

Busca a una persona	Firma
¿Tienes un hermano?	_____
¿Tienes una bicicleta?	_____
¿Tienes una computadora?	_____
- *Variation*: Use pictures instead of words for “Busca a una persona” (e.g., ¿Tienes una _____?) (BC *Resource Package*, 20)

* Reprinted (or adapted) from the *Spanish 5 to 12 Integrated Resource Package* (1997). Used with permission of the Ministry of Education, Province of British Columbia. All future references to BC *Resource Package* fall under this permission statement.

(continued)



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students exchange information using familiar Spanish patterns, look for evidence that they recognize, use, and respond to simple patterns or questions.

- When students exchange specific information (e.g., as they dramatize arriving at a border crossing), look for evidence that they are able to
 - use the patterns and frames with less and less support
 - make themselves understood
 - complete the activity using only Spanish

- Observe students during the Information Search and look for evidence that they
 - ask and respond to questions
 - understand and use accurate vocabulary

- ¡En español! 1*
pp. 4, 5
- ¡Buen Viaje! 1A*
Lección Preliminar
- Chicos Chicas Nivel 1*
Unidad 1, Lección 1 and 2
- ¡Viva el Español!: ¡Hola!*
Unidad 1, Lección 1
-
- ¡Buen Viaje! 1B*
Capítulo 11
-
- ¡En español! 1*
Unidad 1, Etapa 3
Actividad 16 and 18
- ¡Viva el Español!: ¡Hola!*
Resource and Activity Book
Vocabulary Review
Masters 97–106



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.1 impart and receive information (continued)</p> <p>1.1.1 <i>Share Factual Information (continued)</i></p> <ul style="list-style-type: none">❖ share basic information (e.g., their name)❖ identify concrete people, places, things	<ul style="list-style-type: none">➤ Put the name of each student on an index card. Prepare a list of basic questions or questions about personal information (e.g., <i>¿Cuál es tu apellido? ¿Dónde vives?</i>). Each day ask a few students three to five of these basic questions.➤ Invite students to interview classmates about their birthdates. Then ask students in small groups to record the dates in calendars to be displayed in the classroom (BC <i>Resource Package</i>, 28).➤ Have students prepare a personal coat of arms that might include name, birthdate, place of birth, family members, etc. Have students use drawings within their coat of arms and display in the classroom.
<p>1.2 express emotions and personal perspectives</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences</i></p> <ul style="list-style-type: none">❖ express simple preferences (e.g., <i>Me gusta la clase de español. No me gusta la clase de matemáticas</i>)❖ express a personal response (e.g., respond to a song or story)	<ul style="list-style-type: none">➤ Suggest that students form pairs and that each pair draw a circle on a large sheet of paper and then draw a line down the centre of it. Invite students to list their own likes on one half of their circles and their own dislikes on the other. Have pairs discuss their choices. Encourage students to use drawings, previously learned language patterns, and vocabulary to indicate these choices (BC <i>Resource Package</i>, 12). <p><i>Variation:</i> Have students use a Venn Diagram, identifying their own likes and dislikes, as well as shared likes and dislikes.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Prepare a simple scoring scale out of 3 points for the responses to basic questions:
 - 1/3 Student responds with a word or words
 - 2/3 Student responds in a complete sentence, but with grammatical errors
 - 3/3 Students responds in a complete, grammatically correct sentence

(See examples of scoring scales in Classroom Assessment, p. 13.)

- After students have completed their coat of arms, students should be able to respond to written and oral questions about their coat of arms:
 - ¿Cuál es tu nombre?
 - ¿Cuándo es tu cumpleaños?

Prepare a checklist with questions such as the following:

- Does the student respond to simple predictable questions?
- Does the student comprehend the questions asked?

- Observe students' ability to
 - express common likes and dislikes
 - use gestures, drawings, and simple vocabulary to convey meaning
 - use Spanish language related to grade 7 themes (e.g., ¿Te gusta? Sí, me gusta/No, no me gusta)

¡Buen Viaje! 1

Preliminar D

Chicos Chicas, Nivel 1

Unidad 1, Lección 1

Chicos Chicas, Nivel 1

Unidad 1, Lección 2

¡En español!

Etapa Preliminar

Unidad 1, Etapa 3

¡Dime! Uno

Unidad 4, Lección 1

¡En español! 1A

Unidad 1, Etapa 2

Actividad 3

¡En español! 1A

Unidad 1, Etapa 1

Actividad 19, 20



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.1 <i>Share Ideas, Thoughts, Opinions, Preferences (continued)</i></p> <ul style="list-style-type: none">❖ express simple preferences (e.g., <i>Me gusta la clase de español. No me gusta la clase de matemáticas</i>)❖ express a personal response (e.g., respond to a song or story)	<p>➤ As a class, brainstorm activities in which students participate outside of school. Have students in small groups conduct surveys of their favourite activities and interests, using pre-framed Spanish sentence structure. For example: <i>¿Cuál es tu _____ favorito/a?</i> (<i>video, comida, deporte, color</i>) (BC Resource Package, 28)</p> <p>➤ Using pictures from magazines that depict a variety of activities, ask students which activities they like or don't like. Use the expression: <i>¿Te gusta _____?</i> <i>¿No te gusta _____?</i></p> <p>Introduce intensifiers such as "<i>muchísimo, mucho.</i>" As an extension, have students draw two or three of their own favourite activities and then work in pairs or small groups, asking the question, <i>¿Te gusta _____?</i></p>



SUGGESTIONS FOR ASSESSMENT

- As students interact in collecting information for their surveys, look for evidence that they
 - are developing a variety of vocabulary for different activities (language competence, lexicon)
 - recognize familiar words and patterns
 - attempt to respond in simple sentences rather than single words (language competence, oral production)

When students present their surveys, prepare a rubric using criteria below:

 - speak clearly (language competence, oral production)
 - use approximate Spanish pronunciation and intonation (language competence, phonology)
 - use a variety of vocabulary related to leisure activities (language competence, lexicon)

- When students are interacting, use an oral observation rubric to assess students using criteria such as
 - use the verb "*gustar*" correctly
 - use intensifiers modelled in class that students have identified themselves

(See oral scoring scales examples in Classroom Assessment, p. 11.)

SUGGESTED LEARNING RESOURCES

¡Dime! Uno
 Unidad 3, Lección 1

¡Buen Viaje! 1
 Capítulo 4
 Expansion activities with TPR storytelling

Chicos Chicas, Nivel 1
 Unidad 3, Lección 6
 Unidad 7, Lección 13



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.2 express emotions and personal perspectives (continued)</p> <p>1.2.2 <i>Share Emotions, Feelings</i></p> <ul style="list-style-type: none">❖ respond to and express emotions and feelings (e.g., pleasure, happiness [<i>estar</i> + adjective])	<p>➤ Provide students with charts of faces and emotions written below. Organize students into teams. A student must act out the emotion in the form of a charade and the members of his or her team must guess the emotion being portrayed (e.g., <i>triste, feliz</i>, etc.).</p> <p>Provide students with sentences which they must complete.</p> <ul style="list-style-type: none">• <i>Cuando estoy triste, yo _____ .</i>• <i>Cuando estoy feliz, yo _____ .</i> <p>Have students share their results with a partner.</p>
<p>1.3 get things done</p> <p>1.3.1 <i>Guide Actions of Others</i></p> <ul style="list-style-type: none">❖ indicate basic needs and wants❖ give and respond to simple oral instructions or commands (e.g., <i>¿Tienes un lápiz?</i>)❖ ask for permission	<p>➤ Post basic classroom expressions up in the classroom, using sentences and pictures. Invite students to refer to these expressions when making requests or giving instructions:</p> <ul style="list-style-type: none">• <i>¿Puedo ir al baño?</i>• <i>¿Puedo tener un papel?</i>• <i>Pasa el bolígrafo.</i>• <i>Cierra la puerta.</i>• <i>Escribe tu nombre.</i>
<p>1.3.2 <i>State Personal Actions</i></p> <ul style="list-style-type: none">❖ respond to offers, invitations, and instructions❖ ask or offer to do something	<p>➤ Prepare cards with one simple action related to class activities (verb) written on each card. One student mimes the action for the other members of the class. The class members must guess the action. The student who has mimed the action must then conjugate the verb (e.g., <i>La profesora habla español. Yo voy al baño. Tú escribes en el papel.</i>).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students mime emotions, observe their ability to
 - dramatize the emotion
 - correctly identify the emotion associated with a particular mime
 Prepare a checklist using observation criteria above.

Poster Pals
 <www.posterpals.ca>
¡Dime! Uno
 Unidad 4, Lección 1

- Observe students and look for evidence that they are able to make appropriate requests in the classroom, school, etc.

¡Dime! Uno
 Unidad 1, Lección 2
¡ Buen Viaje! 1A
 Capítulo 1
¡En español!
 Etapa preliminar
 Frases útiles

- As students mime actions, look for evidence that they are able to
 - dramatize the verbs
 - describe the action in Spanish

VERBingo
 Interactive Kit
¡Viva el Español!: ¡Hola!
Resource and Activity Book
 Vocabulary Cards
 Masters 34–96



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.3 get things done (continued)</p> <p>1.3.3 <i>Manage Group Actions</i></p> <ul style="list-style-type: none">❖ manage turn-taking❖ encourage other group members to act appropriately	<p>➤ Organize students into groups of four. Provide students with a very simple text to read. After the reading of the text, one person in the group asks prepared questions about the text. The second person answers the questions. The third person represents the answers visually. The fourth person makes corrections or additions to the answers.</p> <p><i>Variation:</i> Present each group a list of questions related to a theme being studied. One person asks one question, the next person responds, the third person represents the answer visually, and the fourth person makes modifications to the answer. Students then change roles for the next question.</p> <p>➤ Organize a group activity in which students take turns or take on specific roles that they must negotiate amongst themselves using cards with visual imagery (e.g., Go Fish—“¿Tienes un gato?” “No, anda a pescar.”).</p>
<p>1.4 extend their knowledge of the world</p> <p>1.4.1 <i>Discover and Explore</i></p> <ul style="list-style-type: none">❖ investigate the immediate environment (e.g., use kinaesthetic, spatial, musical abilities)❖ ask simple questions	<p>➤ Invite students to conduct simple interviews in pairs, using simple questions (e.g., ¿Cómo te llamas? ¿Cuál es tu número de teléfono? ¿Cuál es tu dirección?, etc.). Students may choose to play the part of an imaginary or famous person.</p> <p><i>Variation:</i> Have students work in pairs to ask each other simple questions related to Grade 7 themes (e.g., ¿Dónde está Perú?, etc).</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students work in groups, look for evidence that they
 - use accurate vocabulary related to roles and turn-taking (language competence, lexicon)
 - use Spanish when talking about turn-taking

Easy Spanish readers
¡En grupos!
 Sección: Cultura

- When students work in pairs to ask simple questions, look for evidence that they
 - ask questions using appropriate intonation
 - respond to questions appropriately
 - use appropriate pronunciation

Das Mundos
 Student Edition
Chicos Chicas, Nivel 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.4 extend their knowledge of the world</p> <p>1.4.2 <i>Gather and Organize Information</i></p> <ul style="list-style-type: none">❖ gather simple information❖ organize items in different ways <p>1.4.3 <i>Solve Problems</i></p> <ul style="list-style-type: none">❖ experience problem-solving situations in the classroom (e.g., in stories) <p>1.4.4 <i>Explore Opinions and Values</i></p> <ul style="list-style-type: none">❖ listen attentively to the opinions expressed❖ respond sensitively to the ideas and products of others	<p>➤ Invite students to complete a variety of forms that require basic information (e.g., passport application, library card application, etc.).</p> <p>➤ Have students listen to a simple story, view a short video sequence, or examine a scrambled comic strip. Then have students work in pairs or in small groups to put the main events of the story into the correct sequence. Students could use simple words or drawings to depict the story.</p> <p>➤ Provide students with scenarios of simple school problems. In groups or as a class, students respond to guided questions related to the scenario and arrive at a possible solution.</p> <p>➤ Provide students with a simple text in which characters express opinions. Have students agree or disagree with the opinions of the text.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- As students complete forms, look for evidence that they are able to
 - gather relevant simple information
 - organize the information in different ways

- When students sequence the events of a story, look for evidence that they are able to
 - put the story in a logical sequence
 - use drawings and simple vocabulary effectively to depict the sequence of events
 - present the sequence of events in simple sentences, with the aid of the drawings and vocabulary

- As students work through scenarios of simple school problems, look for evidence that they are able to
 - identify the problem
 - propose possible solutions
 - work cooperatively to discuss possible solutions and to choose a solution
 - show respect towards others' preferences

- As students work through the activity, look for evidence that they are
 - actively listening
 - expressing disagreement respectfully

¡Buen Viaje! 1A
 Capítulo 3
 Culminación, Actividad C

Planet@ 1
 Tema 1
 pp. 21 and 27

¡En español! 1
 Unidad 2, Etapa 1

¡Viva el Español!: ¡Hola!
Resource and Activity Book
 Master 30



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.5 for imaginative purposes and personal enjoyment</p> <p>1.5.1 <i>Humour/Fun</i></p> <ul style="list-style-type: none">❖ identify words or situations that are personally humorous <p>1.5.2 <i>Creative/Aesthetic Purposes</i></p> <ul style="list-style-type: none">❖ participate in creative and aesthetic language activities <p>1.5.3 <i>Personal Enjoyment</i></p> <ul style="list-style-type: none">❖ use the language for personal enjoyment (e.g., listen to a favourite song in Spanish)	<p>➤ Provide students with tongue twisters in Spanish. Allow students time to practice the tongue twisters in pairs or in groups. Students then present the twisters to the class.</p> <p>➤ Provide students with Spanish names, nicknames, cognates, for example, <i>Pancho</i> (Francisco) <i>jonrón</i> (Homerun).</p> <p>➤ Invite each student to compose a poem based on her or his own name or a Spanish name. Explain that each line should be a word or phrase describing a favourite activity or personal quality and should include a letter from the name. An example follows, using the name Pepe (BC <i>Resource Package</i>, 48):</p> <p style="text-align: center;"><i>simPático</i> <i>genEroso</i> <i>me gusta Patinar</i> <i>fuErte</i></p> <p>➤ Using a popular Spanish song, have students replace parts of the lyrics with their own words (e.g., <i>Para bailar la Bamba/Para comer la manzana</i>).</p> <p>➤ Brainstorm with students Spanish language activities that they think would be fun. Have students attempt at least one of the activities identified.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students participate in activities such as tongue twisters, look for evidence that they are able to
 - listen actively to follow instructions
 - model Spanish intonation and pronunciation (language competence, interpret and produce texts)
 - take risks to respond in Spanish
 - participate willingly (strategies, social/affective)

- When students compose a poem based on their names, provide students with a checklist. Criteria might include the following:
 - appropriate adjectives with the correct gender are used
 - the pattern/frame of the poem is maintained
 (See written criteria examples in Classroom Assessment, p. 12.)

- When students replace parts of the lyrics of a Spanish song with their own words, use a checklist. Criteria might include the following:
 - students are engaged in the task
 - chosen words are logical and appropriate (language competence, interpret and product texts)

- ¡En español! 1*
Unidad 5, Etapa 2
Unidad 1, Etapa 1
- ¡Viva el Español!: ¡Hola!*
Appendix

- ¡Dime! Uno*
Unidad 3
- ¡Buen Viaje! 1*
Tape Manual, CD 1
- ¡Viva el Español!: ¿Qué tal?*
Resource and Activity Book
Song cassette (music and lyrics)
- ¡Viva el Español!: ¡Hola!*
Resource and Activity Book
Song cassette (music and lyrics)
- ¡Viva el Español!: ¡Adelante!*
Resource and Activity Book
Song cassette (music and lyrics)

- Chicos Chicas, Nivel 1*
(CD/cassette)
Primer contacto, p. 10, #1
Unidad 1, Lección 2, p. 18, #1
Unidad 2, Lección 2, p. 28 #1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>1.6 form, maintain, and change interpersonal relationships</p> <p>1.6.1 <i>Manage Personal Relationships</i></p> <ul style="list-style-type: none">❖ exchange greetings and farewells❖ address a new acquaintance, and introduce themselves❖ exchange some basic personal information	<p>➤ Invite students to prepare simple skits/dialogues with greetings, basic information, and closing expressions. Provide students with model dialogues that they can modify to prepare their own dialogues which demonstrate meeting someone new and making an effort to get to know the person.</p>



SUGGESTIONS FOR ASSESSMENT

- When students prepare simple skits/dialogues, look for evidence that they have included
 - greetings
 - basic information
 - closing expressions
 - gestures

SUGGESTED LEARNING RESOURCES

¡En español! 1
 Video, Unidad 1, Etapa 1
 "En vivo"

¡En grupos!
 Capítulo 1

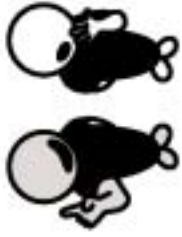
¡Viva el Español!: ¡Hola!
Resource and Activity Book
 ¡A conversar y a leer!
 Blackline Masters 107–116



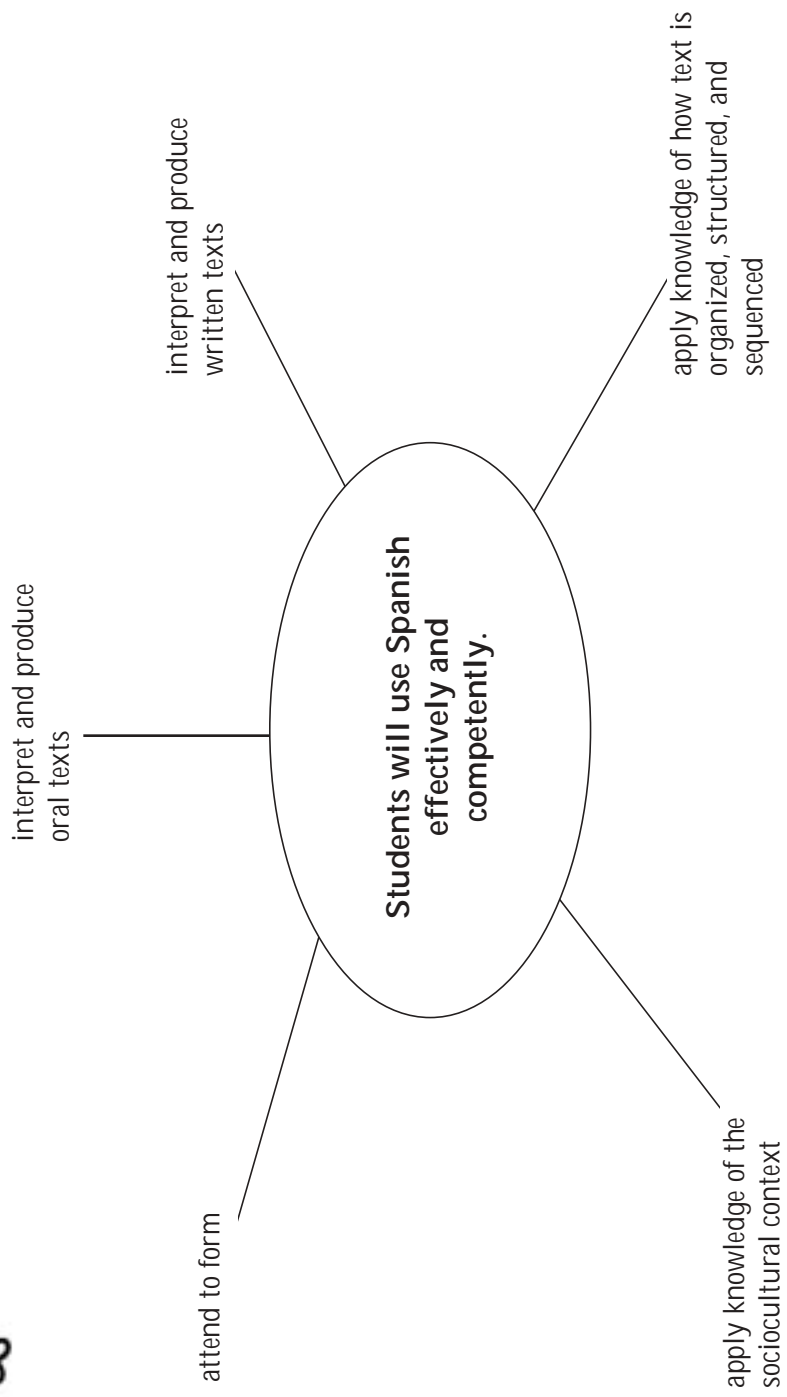
Notes

*LANGUAGE
COMPETENCE
YEAR 1*





Language Competence





LANGUAGE COMPETENCE

General Outcome 2: Students will use Spanish effectively and competently.

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Spanish language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of language competence. For example, under the cluster heading **attend to form**, there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases), and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Spanish language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Outcome 2: Language Competence Students will use Spanish effectively and competently.</p> <p>2.1 attend to form</p> <p>2.1.1 <i>Phonology</i></p> <ul style="list-style-type: none">❖ pronounce some common words and phrases comprehensibly❖ use intonation to express meaning❖ recognize that stress is important for meaning <p>2.1.2 <i>Orthography</i></p> <ul style="list-style-type: none">❖ recognize and name the Spanish letters of the alphabet or characters❖ apply basic punctuation	<ul style="list-style-type: none">➤ Have students sit in a circle. Each student reads a word from a list provided. Have students help each other with the pronunciation of the words. As an extension, play a game in which the group gains points each time a word is pronounced correctly.➤ Provide students with a list of basic statements, questions, and exclamations. Model appropriate intonation for each and have students prepare skits using the appropriate intonation of the expressions of the list.➤ Have students invent an ABC song to a melody of their choice in Spanish.➤ Provide students with a list of words and phrases and have them recognize when ¿?, etc. are necessary and explain why.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.3 <i>Lexicon</i></p> <ul style="list-style-type: none">❖ use a repertoire of words and phrases in familiar contexts that meet the needs and interests of students, particularly within the following areas of experience:<ul style="list-style-type: none">— people around me<ul style="list-style-type: none">✓ greetings✓ personal information✓ family✓ people and their characteristics✓ the human body✓ clothing— activities<ul style="list-style-type: none">✓ daily✓ favourite✓ student✓ leisure— celebrations—<ul style="list-style-type: none">personal— school<ul style="list-style-type: none">✓ in the classroom✓ time and calendar✓ weather— introduction to the Spanish-speaking world (geography)	<ul style="list-style-type: none">➤ Have students work in groups of three or four. Provide each group with pictures of a variety of vocabulary words studied in class. Say a particular vocabulary word out loud and have students show the picture of the word to the class as soon as they find it. This activity could be done as a game, with a point given to the team who shows the picture first.➤ Have students play a variety of games in order to develop vocabulary. For example, use laminated games of “Snakes and Ladders,” dice, and markers. Include pictures of vocabulary studied in themes in certain boxes of the game. Player One rolls the dice and moves the marker the correct number of spaces from left to right. He/she must identify the word in Spanish the marker is covering. The next player then rolls the dice. Students move up the ladder or down the snake. The winner is the person who is able to complete the board and land on the last square first. The player must roll the exact number necessary to reach the last square (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies</i>–238).➤ Have students work in groups of three or four. Have groups play the game “<i>Veo, Veo</i>” (I Spy).<ul style="list-style-type: none">“<i>Veo, veo</i>”“<i>¿Qué ves?</i>”“<i>Una casa.</i>”“<i>¿De qué color?</i>”, etc.➤ <i>Checkers</i>: Prepare a checkers board with pictures of vocabulary studied in a theme. Player One covers the first row with white checkers and Player Two covers the first row on the opposite side with red checkers. Player One moves diagonally forward, identifying and spelling the Spanish word the checker was on. The game continues as in checkers (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies</i>–238).



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students play games such as checkers or “Snakes and Ladders,” note the extent to which students are able to
 - identify game vocabulary in Spanish
 - engage themselves in the game
 - cooperate with group members
 - seek help for language clarification

*¡Viva el Español!: ¡Hola!
Resource and Activity Book
Vocabulary cards
Masters 34–96*

*¡Viva el Español!: ¡Hola!
Resource and Activity Book
Game/Activity Pages
Masters 136–154*

USO interactivo del vocabulario

Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.1 attend to form (continued)</p> <p>2.1.4 <i>Grammatical Elements</i></p> <ul style="list-style-type: none">❖ use, in modelled situations, the following grammatical elements:<ul style="list-style-type: none">— <i>me/te/le gusta/n</i>— commonly used verbs: <i>ir, querer</i>— regular <i>ir</i> and <i>er</i> verbs in the present tense— <i>tener que</i> + infinitive— <i>ir + a</i> + infinitive— definite and indefinite articles: <i>el, la, lo, las, los, un, una, unas, unos</i>— possessive adjectives: <i>mi, tu, su, mis, tus, sus</i>— demonstrative adjectives and pronouns: <i>este/a, ese/a, aquel/la, estos/as, esos/as, aquellos/as</i>	<p>Modelled Situations: This term is used to describe learning situations where a model of specific grammatical elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the grammatical elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p> <p>Example of a modelled situation:</p> <p>In preparation for a group project, students will keep a journal of their daily activities for a week. Students practise the structure "<i>tener que</i> + infinitive" using the sentence patterns provided. Each student asks five classmates, <i>¿Qué tienes que hacer después de clases hoy?</i> Students answer saying, <i>Tengo que . . .</i>, with an infinitive of their choice. Each person then summarizes the results of their mini survey, <i>Tres estudiantes tienen que estudiar</i>, and so on.</p>



SUGGESTIONS FOR ASSESSMENT

- Observe students as they do the exercise. Are they able to
 - ask the question following the model
 - respond to the question using “ *tengo que + infinitive* ”
 - summarize their results using third person singular and plural forms of the verb *tener* in a comprehensive manner

SUGGESTED LEARNING RESOURCES

¡En español! 1
 Actividad 17, p. 110

USO de la gramática española:
Junior elemental

Colección tiempo: Para conjugar

Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="100 279 532 310">2.1 attend to form (continued)</p> <p data-bbox="100 331 451 363">2.1.4 <i>Grammatical Elements</i></p> <ul data-bbox="175 394 565 993" style="list-style-type: none"><li data-bbox="175 394 565 499">❖ use, in structured situations, the following grammatical elements:<ul data-bbox="224 499 565 993" style="list-style-type: none"><li data-bbox="224 499 565 636">— subject pronouns: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes</i><li data-bbox="224 636 565 783">— affirmative/negative/interrogative sentences in the present tense<li data-bbox="224 783 565 846">— regular <i>-ar</i> verbs in the present tense<li data-bbox="224 846 565 919">— gender and number of nouns, adjectives<li data-bbox="224 919 565 993">— commonly used verbs: <i>ser, estar, tener</i>	<p data-bbox="620 405 1409 688">Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific grammatical elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the grammatical elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p> <p data-bbox="620 709 1060 741">Example of a structured situation:</p> <p data-bbox="620 762 1393 972">In preparation for a research project on typical activities of young people in selected Spanish-speaking countries, students listen to a rapid conversation where a Canadian student is talking to an exchange student from Mexico. The students check off, on a prepared answer sheet, what the exchange student does and does not do.</p>

N.B. Ensure students are aware that *usted* is used throughout Latin America but *vosotros/as* is used in Spain. However, for general classroom practice choose to use one or the other and do so consistently.



SUGGESTIONS FOR ASSESSMENT

- When correcting student answers, note if they are able to
 - distinguish affirmative from negative responses
 - match the infinitive form of the verb on the answer sheet with the conjugated form heard in the recorded conversation

SUGGESTED LEARNING RESOURCES

*USO de la gramática española:
Junior elemental*
Colección tiempo: Para conjugar
Rosetta Stone I and II



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.2 interpret and produce oral texts</p> <p><i>2.2.1 Aural Interpretation</i></p> <ul style="list-style-type: none">❖ understand simple sentences in guided situations <p><i>2.2.2 Oral Production</i></p> <ul style="list-style-type: none">❖ produce simple words and phrases in guided situations <p><i>2.2.3 Interactive Fluency</i></p> <ul style="list-style-type: none">❖ engage in simple interactions, using short, isolated lexical phrases	<ul style="list-style-type: none">➤ Have students listen to a tape of an event or story. Then have students answer simple comprehension questions (oral or written).➤ Post several pictures of people in the classroom. Number each picture. Then give a description of each person, without indicating which person is being described. Students must guess which person corresponds to the description given. ➤ Refer to the last example provided in Written Production, Year 1 – 40. ➤ Suggest that students in groups organize small garage sales or an outdoor Mexican market, real or simulated. Have purchasers state what they are looking for and ask for information about the items. Ask vendors and purchasers to exchange greetings. Encourage students to discuss prices and bargain for items they want to purchase (<i>BC Resource Package, 44</i>).➤ Have students prepare a variety of guided role plays related to themes studied.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

➤ When students respond to questions related to an event or story, look for evidence that they are able to

- respond with accurate information
- recount the event or events in the correct sequence, using simple sentences

¡Buen Viaje! 1A
Listening Tapes
Capítulo 1–4

¡Dime! Uno
Unidad 2, Lección 1

Planet@ 1
p. 98

¡En español! 1

¡Buen Viaje! 1A
Capítulo 3

¡En español! 1

➤ Discuss criteria with students before they role-play situations such as garage sales. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:

- meaning is clear
- appropriate details are included in questions and answers
- gestures and body language support communication (language competence, visual representation)
- pronunciation and intonation are generally accurate (language competence, phonology)
- interaction has some sense of fluency and spontaneity

(See role-play assessment criteria in Classroom Assessment, p. 11.)

¡Viva el Español!: ¡Hola!
Resource and Activity Book
¡A conversar ya leer!
Masters 107–116



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.2 <i>Written Production (continued)</i></p> <ul style="list-style-type: none">❖ produce simple words and phrases in guided situations	<p>➤ Aural, written, visual, interactive, and oral—Have students work in pairs. One student receives a picture of “an extra-terrestrial being” (“<i>un ser extraterrestre o un alienígena</i>”). This student describes his creature to his/her partner without showing the picture. The partner must draw the extra-terrestrial being, based on the description given by his/her partner and by asking questions to clarify the description.</p> <p>Students then prepare, in collage form, their own extra-terrestrial being. They then prepare a written paragraph which describes their creation. Students present both the written paragraph and the collage to the class.</p>



SUGGESTIONS FOR ASSESSMENT

- When students work in pairs to draw extra-terrestrials based on descriptions given, look for evidence that
 - the drawings of the partners are similar
 - students have attempted to use simple sentences in their descriptions
 - students are able to react to and clarify the description

Discuss criteria for the collage, written description, and oral presentation of an extra-terrestrial of the student's own creation.

Criteria for the collage might include the following:

- a variety of body parts are represented
- collage is well organized

Criteria for the written description might include the following:

- the written description corresponds accurately to the collage
- number and type of body parts are described accurately
- simple verbs such as *ser* and *tener* are used correctly (language competence, attend to form)
- adjectives are used correctly (language competence, attend to form)

Criteria for the oral presentation might include the following:

- student speaks clearly and with appropriate pronunciation (language competence, phonology)
- student uses the collage effectively as a visual aid to support the presentation

SUGGESTED LEARNING RESOURCES

Chicos Chicas, Nivel 1
Unidad 5, pp. 56–57



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.2 <i>Written Production (continued)</i></p> <ul style="list-style-type: none">❖ produce simple words and phrases in guided situations	<p>➤ Written, Oral, Visual</p> <p>Lead a discussion with students on the topic of “What Makes a Good School?” (“¿Qué es lo que hace que una escuela sea buena?”) Use a graphic organizer to record students’ responses.</p> <p>Working in pairs or small groups, students design an ideal school of the future. Encourage them to think creatively and imaginatively. Remind them that certain elements must be present in the design: a floor plan with all areas labeled in the target language and a student handbook with such information as the school philosophy, number of students, curricular offerings, schedules, school rules (regarding dress, discipline, etc.), a school calendar, school colours, mottos, a song and a mascot, food services, activities and athletics, innovative programs, and a media centre.</p> <p>Students work together to create as many visual/aural representations of each aspect of the school of the future as possible.</p> <p>In pairs or groups, students present their projects to the class. The media specialist or a student videotapes the presentations.</p> <p>Create a roundtable discussion in which students further express their views about the ideal school. Arrange for these discussions to be videotaped. The videotape can be shown at a parents’ night or a curriculum fair.</p> <p>Display student projects in the school’s main lobby with a short introductory written description.</p>



SUGGESTIONS FOR ASSESSMENT

➤ Discuss criteria for the written description, and the visual and oral presentations of the ideal school. Criteria for the visual representation might include the following:

- all necessary elements are present in the design
- visual presentation is well organized

Criteria for the written description might include the following:

- the written description corresponds accurately to the visual presentation
- school elements are described accurately
- simple verbs such as *ser* and *tener* are used correctly (language competence, attend to form)

Criteria for the oral presentation might include the following:

- student speaks clearly and with appropriate pronunciation (language competence, phonology)
- student uses the visual presentation effectively to support the oral presentation

(See criteria for written and oral presentations in Classroom Assessment, pp. 11–15.)

SUGGESTED LEARNING RESOURCES

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PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.3 interpret and produce written texts (continued)</p> <p>2.3.3 <i>Visual Interpretation</i></p> <ul style="list-style-type: none">❖ derive meaning from visuals and other forms of non-verbal communication in guided situations <p>2.3.4 <i>Representing</i></p> <ul style="list-style-type: none">❖ use visuals and other forms of non-verbal communication to express meaning in guided situations	<ul style="list-style-type: none">➤ Provide students with a variety of clothing advertisements from Spanish catalogues or magazines. Have students consider in which situations the clothing would be worn.➤ Have students play pictictionary or charades with vocabulary related to themes studied.
<p>2.4 apply knowledge of the sociocultural context</p> <p>2.4.1 <i>Register</i></p> <ul style="list-style-type: none">❖ distinguish between formal and informal situations❖ respond to tone of voice	<ul style="list-style-type: none">➤ Have students view a simple video and have them note when characters use <i>tú</i> and when they use <i>usted</i>.➤ In order to help students distinguish between the use of <i>tú</i> and <i>usted</i>, provide students with pictures of different people in conversation (e.g., two young people, a child and an older person, etc.). Then have students draw in cartoon bubbles above the pictures and complete with simple dialogue using either <i>tú</i> or <i>usted</i>.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When students play games such as pictionary or charades, look for evidence that they
 - draw or dramatize the vocabulary accurately
 - participate actively in the game

- When students view a video with situations where characters use *tú* or *usted*, look for evidence that students are able to
 - identify the types of situations in which *tú* and *usted* are used
 - explain why the formal or informal register is used

- When students prepare simple dialogue to correspond with pictures of a variety of people in conversation, look for evidence that students are able to use *tú* and *usted* in the appropriate situations.

¡Viva el Español!: ¿Qué tal?
Resource and Activity Book
 Blackline Masters
 Vocabulary

¡Viva el Español!: ¡Hola!
Resource and Activity Book
 Blackline Masters
 Vocabulary

¡Viva el Español!: ¡Adelante!
Resource and Activity Book
 Blackline Masters
 Vocabulary

¡En español! 1
 Unidad 1, Etapa 1
 Actividad 6
 Video : En vivo

Chicos Chicas, Nivel 1
 Unidad 1, p. 15, #3–5



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 500 384">2.4 apply knowledge of the sociocultural context (continued)</p> <p data-bbox="103 407 440 441">2.4.2 <i>Idiomatic Expressions</i></p> <ul data-bbox="175 464 532 531" style="list-style-type: none">❖ imitate age-appropriate idiomatic expressions <p data-bbox="103 1102 461 1136">2.4.3 <i>Variations in Language</i></p> <ul data-bbox="175 1159 537 1402" style="list-style-type: none">❖ identify variations in language (regional, age-related)❖ experience a variety of voices <p data-bbox="103 1589 407 1623">2.4.4 <i>Social Conventions</i></p> <ul data-bbox="175 1646 505 1787" style="list-style-type: none">❖ use basic forms of politeness and social conventions (e.g., <i>por favor, gracias</i>)	<p data-bbox="605 464 1349 531">➤ Idiomatic expressions, social conventions, non-verbal communication:</p> <p data-bbox="654 548 1404 615">Provide students with some simple idiomatic expressions and social conventions.</p> <p data-bbox="654 636 1365 804">Students work in groups and choose one to two expressions. They then prepare a skit that incorporates these idiomatic expressions as well as basic social conventions commonly used in Spanish-speaking countries.</p> <p data-bbox="605 1159 1382 1297">➤ Have students listen to a video or audiotape that demonstrates a variety of speakers of different ages and regions of the Spanish-speaking world. Have students focus on voices and individual differences in speech.</p> <p data-bbox="605 1339 1390 1514">➤ Present students with clothing vocabulary used in different Spanish-speaking countries. Have students choose the clothing from one country and create a comic strip of people meeting in a department store (e.g., Mexican boy meets Argentinian girl).</p> <p data-bbox="605 1646 1386 1885">➤ Distribute pictures or show an extract of a video that depicts people greeting each other in different ways. Discuss students' interpretation of what is happening in the pictures or video. Discuss cultural differences in greetings. Have students prepare a simple role play that depicts two people from different cultures greeting each other.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Discuss criteria with students before they role-play situations in which idiomatic expressions, social conventions, and non-verbal communication are to be used. The teacher may wish to develop a checklist students can use for self and peer assessment. Criteria might include the following:
 - meaning is clear
 - at least one idiomatic expression is used
 - appropriate social conventions have been included
 - appropriate non-verbal communication (gestures) have been included to support communication
 - pronunciation and intonation are generally accurate (language competence, phonology)
 - interaction has some sense of fluency and spontaneity (language competence, interactive fluency)

(See role-play criteria in Classroom Assessment, p. 11.)

- When students listen to a video or audiotape, look for evidence that students are able to identify variations in language, voices, and speech.

- When students create their own Spanish-language cartoons using greetings from different Spanish-speaking countries, look for evidence that the vocabulary is appropriate for the country or countries chosen.

- As students view and role-play various greetings, look for evidence that they are able to
 - imitate simple routine social interactions
 - use basic social expressions
 - use basic politeness conventions

¡Dime! Uno
 Unidad 1, Lección 1

¡Buen Viaje! 1
 Capítulo 1, Preliminar
 Capítulo 3, p. 83



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>2.4 apply knowledge of the sociocultural context (continued)</p> <p>2.4.5 <i>Non-Verbal Communication</i></p> <ul style="list-style-type: none">❖ understand the meaning of and imitate some common non-verbal behaviours used in Spanish-speaking cultures (e.g., shrugging shoulders)	<p>➤ Refer to previous example.</p>
<p>2.5 apply knowledge of how text is organized, structured, and sequenced</p> <p>2.5.1 <i>Cohesion/Coherence</i></p> <ul style="list-style-type: none">❖ follow and imitate speech that uses simple link words (e.g., <i>pero, porque</i>)	<p>➤ Provide students with three or four pictures of activities. Students must then organize the pictures in the most logical sequence, using <i>primero, después, luego, al final</i>.</p>
<p>2.5.2 <i>Text Forms</i></p> <ul style="list-style-type: none">❖ recognize a variety of oral and written text forms (e.g., recipes, invitations, messages)❖ use some simple text forms in their own productions (e.g., maps, questionnaires)	<p>➤ Have students prepare lists:</p> <ul style="list-style-type: none">• clothing for different seasons• favourite activities in winter and summer <p>Using a simple form letter, have students write a letter to someone from a Spanish-speaking country who is coming to visit. In the letter, students indicate what clothing is needed in Canada and which activities are possible.</p> <p>➤ Have students work in pairs in order to email each other a simple message in Spanish.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Prepare a checklist for assessment of students' organization of pictures in a logical sequence. Criteria might include the following:
 - four linear connectors are used
 - pictures are in a logical sequence (applications, extend their knowledge of the world)
 - appropriate simple descriptions are given for each picture (language competence, oral/written production)

- Work with students to develop a simple checklist they can use for self and peer assessment of their letters or email. The checklist might include items such as the following:
 - details of appropriate clothing and activities for the seasons are given
 - sentence frames are written correctly and completed appropriately
 - meaning is clear (applications)
 - greeting and closing are appropriate
 - punctuation is appropriate (language competence, orthography)
 - spelling, including accents, is correct (language competence, orthography)

(See examples of checklist criteria in Classroom Assessment, p. 12.)

Dos Mundos
Student Edition

¡En español! 1
Mas comunicación
Actividad 4

¡Dime! Uno
Unidad 5, Lección 2

¡Buen Viaje! 1A
Capítulo 3



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 281 561 386">2.5 apply knowledge of how text is organized, structured, and sequenced (continued)</p> <p data-bbox="103 407 526 441"><i>2.5.3 Patterns of Social Interaction</i></p> <ul data-bbox="175 466 542 672" style="list-style-type: none">❖ respond using very simple social interaction patterns (e.g., question-answer, greeting-response, invitation-accept/decline)	<p data-bbox="607 537 1419 697">➤ At the beginning and at the end of the class, invite each student to use a different salutation or farewell expression.</p> <p data-bbox="652 625 1419 697">Outside the class, greet students in Spanish using different salutations or farewell expressions.</p>



SUGGESTIONS FOR ASSESSMENT

- As students use a variety of salutations and farewell expressions, look for evidence that they are able to
 - respond orally as they enter and exit the classroom
 - use a variety of expressions

SUGGESTED LEARNING RESOURCES

¡Buen Viaje! 1A



Notes

*GLOBAL
CITIZENSHIP
YEAR 1*



Global Citizenship



study historical and contemporary elements of Spanish-speaking cultures

affirm diversity

Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world.

explore personal and career opportunities



GLOBAL CITIZENSHIP

General Outcome 3: Students will acquire the knowledge, skills, and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world.

The outcomes for Global Citizenship deal with a broad range of knowledge, skills, and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading **study historical and contemporary elements of Spanish-speaking cultures**, there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Spanish-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop an extensive bank of knowledge about the Spanish-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Spanish-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The **affirm diversity** heading covers knowledge, skills, and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Outcome 3: Global Citizenship</p> <p>Students will acquire the knowledge, skills, and attitudes to be effective global citizens through the exploration of the cultures of the Spanish-speaking world.</p> <p>3.1 study historical and contemporary elements of Spanish-speaking cultures</p> <p>3.1.1 <i>Access/Analyze Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ ask questions, using their first language, about elements of Spanish-speaking cultures experienced in class <p>3.1.2 <i>Knowledge of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ participate in activities and experiences that reflect elements of Spanish-speaking cultures	<p>➤ As a class, choose one Spanish-speaking country to research. Divide the class into groups and have each group research one aspect of the country (one celebration, family life, clothing, food, pastimes, etc.). Have students prepare a written and an oral presentation of the information found. Have students also prepare an activity, related to their topic, in which the class could participate (e.g., making a type of food, playing a game, etc.).</p> <p>➤ Have students make up their own nametags using a traditional format from the Spanish-speaking world (e.g., first and second names followed by father’s surname and mother’s maiden name).</p> <p>As an extension activity, give pairs of students imaginary family trees listing the names of grandparents, parents, and other relatives, and have them fill in the names of the children, beginning with the oldest child (<i>BC Resource Package, 26</i>).</p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.1 study historical and contemporary elements of Spanish-speaking cultures (continued)</p> <p>3.1.3 <i>Apply Cultural Knowledge</i></p> <ul style="list-style-type: none">❖ recognize elements of Spanish-speaking cultures in the local community <p>3.1.4 <i>Diversity of Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ experience diverse elements of Spanish-speaking cultures <p>3.1.5 <i>Value Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ participate in cultural activities and experiences	<ul style="list-style-type: none">➤ Have students watch a video of a birthday party in a Spanish-speaking country and note similarities and differences to their own celebrations. On the students' birthdays, sing "<i>Cumpleaños Feliz</i>" or another Spanish birthday song.➤ Invite guests from different Spanish-speaking cultures in the local community to the class. Have students prepare questions for the guests and then discuss the new information gathered about Spanish-speaking cultures in the community.➤ Give students the opportunity for guided correspondence with a pen pal in a Spanish-speaking country.



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- When invited guests speak to the class, observe to what extent students
 - ask relevant questions
 - listen attentively to the guest
 - demonstrate an effort to speak Spanish
 - identify specific elements of Spanish-speaking cultures in the community, with the help of guest’s information

(See guest observation checklist in Planning, p. 73.)

¡Dime! Uno
Unidad 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirm diversity</p> <p>3.2.1 <i>Awareness of First Language</i></p> <ul style="list-style-type: none">❖ identify similarities between their first language and Spanish (e.g., basic word order) <p>3.2.2 <i>General Language Knowledge</i></p> <ul style="list-style-type: none">❖ identify differences and similarities among writing systems from different languages within their personal experience❖ describe ways languages can be taught and learned	<p>➤ Present students with vocabulary in Spanish that is similar to English/French (e.g., <i>participación, interesante</i>, etc.).</p> <p>Have students explain the similarities and differences between the English/French and Spanish words.</p> <p>➤ Present important grammatical differences in word order (e.g., a smart man, <i>un hombre inteligente</i>).</p> <p>➤ Point out the origins of the Spanish language and the English language.</p> <p>➤ Provide students with a list of words in Spanish, English, French, German, Italian, and Portuguese. Have students work in groups to categorize the words according to commonalities. Have students draw conclusions about families of languages (e.g., French—<i>la main</i>; Spanish—<i>la mano</i>; Portuguese—<i>a mão</i>; Italian—<i>la mano</i>; German—<i>die Hand</i>).</p> <p><i>Extension:</i> Invite students who speak other languages to contribute to the lists.</p>



SUGGESTIONS FOR ASSESSMENT

- As students describe family celebrations and events, they can show their awareness of similarities across cultures through representations such as the following:
 - Venn diagrams showing common and unique features
 - picture charts comparing features of activities in Spanish-speaking cultures with related activities in other cultures
 - collages of pictures, symbols, and words from a variety of cultures, based on a common theme (e.g., greeting words, festive occasions, family celebrations such as birthdays and weddings, names)

- Before students begin, discuss criteria such as the following:
 - number of features
 - logic of associations
 - accuracy of their portrayals of cultural aspects

- Note students' participation in and response to creative works. Students may show their interest by
 - being attentive when a new activity is introduced
 - taking risks to take part in creative activities
 - suggesting that the class repeat or extend creative activities they have enjoyed (BC *Resource Package*, 25)

SUGGESTED LEARNING RESOURCES

- ¡Dime! Uno*
Unidad 4, Lección 1, 2
- Destinos: An Introduction to Spanish*
Video Series
Episodio 3
La Semana Santa
- Das Mundos*
Student Edition
-
- ¡Buen Viaje! 1*
Teacher's Edition
Capítulo 4
Actividades comunicativas 3
- Abrir Paso Libro 1*
-
- ¡Dime! Uno*
Unidad 4, Lección 1



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.2 affirm diversity (continued)</p> <p>3.2.5 <i>Value Diversity</i></p> <ul style="list-style-type: none">❖ interact with others who are different <p>3.2.6 <i>Intercultural Skills</i></p> <ul style="list-style-type: none">❖ adapt to new situations	<ul style="list-style-type: none">➤ Have students change partners regularly for new activities. <ul style="list-style-type: none">➤ Discuss stereotypes and how they can limit people. Provide students with pictures that show stereotypes of Canada (e.g., RCMP in red uniforms, Aboriginals in wilderness settings, etc.). Ask students how representative these pictures are of Canadian culture. Then provide students with stereotypical pictures of Spanish culture (e.g., Mexican men in sombreros sleeping, etc.). Discuss with students how accurate these images might be.
<p>3.3 personal and career opportunities</p> <p>3.3.1 <i>Spanish Language and Spanish-Speaking Cultures</i></p> <ul style="list-style-type: none">❖ suggest some reasons for learning Spanish	<ul style="list-style-type: none">➤ At the beginning of the course, have students respond to the question: Why study Spanish? This can be done as a brainstorming activity. Display a poster in the classroom with the responses given by the students.



SUGGESTIONS FOR ASSESSMENT

- As students work with a variety of students in the class, observe the extent to which they are
 - willing and open to work with different classmates
 - willing to cooperate in order to carry out tasks in pairs

- Observe the extent to which students
 - show sensitivity towards classmates, the community, and current events
 - listen attentively to and acknowledge opinions that are different from their own

- Have students respond in a learning log to the following questions:
 - What are the most important reasons for learning Spanish, for you personally?
 - Did you see new/different reasons for learning Spanish, based on the class discussion? If so, which of these would you now consider as personally important?
 - What advantages are there to learning world languages? How might this benefit you in the future?

SUGGESTED LEARNING RESOURCES

Chicos Chicas, Nivel 1
 Al final de cada unidad
 Sección: El conocimiento del Mundo hispano

Planet@ 1
 Sección: 350 millones



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>3.3 personal and career opportunities (continued)</p> <p>3.3.2 <i>Cultural and Linguistic Diversity</i></p> <ul style="list-style-type: none">❖ suggest some reasons for learning an additional language❖ suggest some reasons for participating in activities and experiences that reflect elements of different cultures	<p>➤ Provide students with maps and atlases. In groups, have students make a list of the countries or label maps where Spanish is spoken and where languages other than English are spoken.</p> <p>In their groups, have students discuss the following question: What are the purposes of learning world languages?</p>



SUGGESTIONS FOR ASSESSMENT

**SUGGESTED LEARNING
RESOURCES**

Chicos Chicas, Nivel 1
Unidad 0, pp. 6–9

¡Viva el Español!: ¡Hola!
Resource and Activity Book
Maps: Masters 131–135



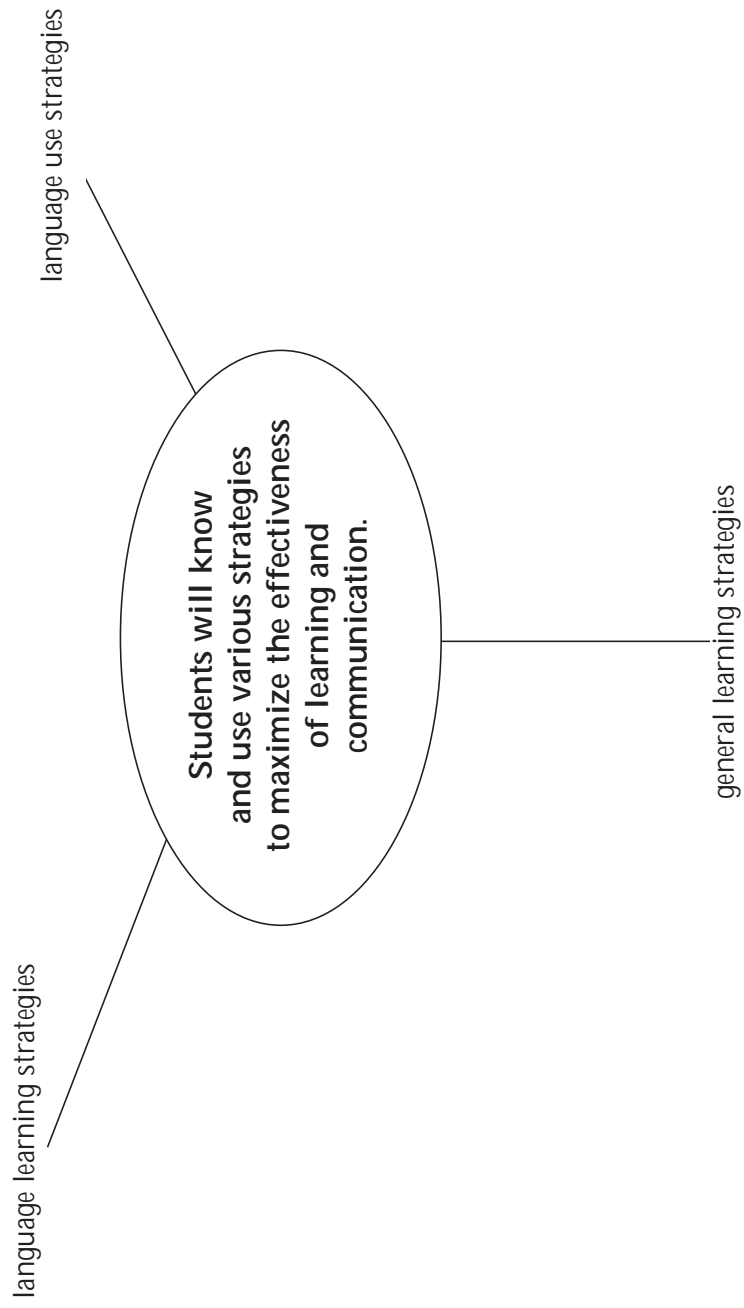
Notes

STRATEGIES
YEAR 1





Strategies





STRATEGIES

General Outcome 4: Students will know and use various strategies to maximize the effectiveness of learning and communication.

Under the Strategies heading are specific outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but also with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the outcomes deal only with the conscious use of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands. Each strand deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies in Appendix E. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>General Outcome 4: Strategies Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>4.1 language learning strategies</p> <p>4.1.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns) <p>4.1.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn) <p>4.1.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ use simple social and affective strategies, with guidance, to enhance language learning (e.g., participate in shared reading experiences)	<p>➤ Ask each student to create and maintain a personal dictionary. As new Spanish words are learned, encourage students to illustrate them in their dictionaries with drawings or magazine clippings (BC <i>Resource Package</i>, 12).</p> <p>➤ Have students role-play children’s stories (i.e., <i>Los Tres Cerditos</i>) using children’s Spanish books and short phrases for dialogue.</p> <p>➤ Have students discover how their own effort to participate daily in class will enhance their learning. At the end of the class, have students rate their performance on aspects of their daily communication.</p> <p>➤ Have students work in pairs in order to read and understand a simple story in Spanish. Have students then share reading comprehension strategies and write down the new strategy that they learned.</p>



SUGGESTIONS FOR ASSESSMENT

SUGGESTED LEARNING RESOURCES

- Check students' personal dictionaries for evidence that they are
 - adding an increasing variety of words
 - correctly matching pictures and labels
 - organizing words and phrases in logical ways
 - focusing on words that are useful or interesting to them

- At the end of class, have students use checklists to rate their performance on aspects of their daily oral communication. Items might include the following:
 - I volunteered questions and information.
 - I practised new vocabulary and patterns.
 - I talked only in Spanish.
 - I tried to correct my mistakes.
 - I supported and encouraged others.

- Provide frequent opportunities for students to reflect on what they have learned and set personal goals related to language skills. For example, at the beginning of a week or class, students might each record two goals or intentions such as
 - number of times they will speak Spanish
 - new vocabulary or structures they want to learn

- Check that students are aware of how working in pairs benefits their abilities to understand and to complete tasks.

¡En español! 1

Más comunicación

Gap activities

Actividad 5, 6, 7

Chicos Chicas, Nivel 1

(CD/cassette)

Unidad 7, Lección 13

p. 86, #1

¡Dime! Uno

Communicative Pair

Activities, Unidad 1, 2, 3, 4

Lección preliminar



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.2 language use strategies</p> <p>4.2.1 <i>Interactive</i></p> <ul style="list-style-type: none">❖ use simple interactive strategies, with guidance (e.g., interpret and use a variety of non-verbal clues to communicate) <p>4.2.2 <i>Interpretive</i></p> <ul style="list-style-type: none">❖ use simple interpretive strategies, with guidance (e.g., make connections between texts on the one hand, and prior knowledge and personal experience on the other) <p>4.2.3 <i>Productive</i></p> <ul style="list-style-type: none">❖ use simple productive strategies, with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment)	<ul style="list-style-type: none">➤ As a class, have students listen to and sing simple Spanish songs (e.g., <i>Cielito Lindo</i>, <i>La Cucaracha</i>, <i>Burrito como tú</i>, <i>María Isabel</i>). As they sing along with the recording, ask them to mime and use gestures to represent and interpret the lyrics (BC <i>Resource Package</i>, 16).➤ Involve students in TPR (Total Physical Response) activities (see <i>Teaching and Learning</i>, p. 98).➤ Invite students to participate in the game “<i>Simón dice</i>” (“Simon says . . .”)➤ Prepare a story where pictures are used rather than certain words. Have students complete the story by interpreting the pictures and finding the Spanish equivalents.➤ Before reading an illustrated text, have students examine the pictures and guess what the text might be about. Have students confirm or refute their guesses as they read the text.➤ Provide opportunities for students to make reference to bilingual dictionaries to complete a variety of tasks. Teach students effective uses of bilingual dictionaries (e.g., abbreviations for masculine and feminine, where to find verb conjugations, how to choose from several words given as a translation, etc.).



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ While students are learning Spanish songs, look for evidence that students are</p> <ul style="list-style-type: none"> • curious about the meanings of songs • trying to match their interpretations (gestures and expressions) to the meanings or moods 	<p><i>¡Viva el Español!: ¡Hola!</i> <i>Resource and Activity Book</i> Song cassette (music and lyrics), pp. 48–59</p> <p><i>¡Buen Viaje! 1</i> CD 1</p>
<p>➤ As students participate in TPR activities, look for evidence that they are able to</p> <ul style="list-style-type: none"> • listen actively to follow instructions • follow the leader’s instructions with correct movements 	<p><i>¡Buen Viaje! 1</i> Expansion activities with TPR storytelling</p>
<p>➤ As students complete a Spanish story by finding Spanish equivalents for pictures, look for evidence that</p> <ul style="list-style-type: none"> • words that are chosen to represent the pictures are logical • students are able to retell the story using the words they have chosen 	
<p>(See story assessment criteria in Classroom Assessment, p. 16.)</p>	
<p>➤ As students use illustrations to predict meaning, look for evidence that they are able to</p> <ul style="list-style-type: none"> • use clues in illustrations to make predictions • confirm or refute predictions based on reading 	<p><i>Chicos Chicas, Nivel 1</i></p>
<p>➤ Look for evidence that students are using resources</p> <ul style="list-style-type: none"> • with more frequency • with greater independence • more effectively 	<p><i>Planet@ 1</i> Glosario</p> <p><i>Chicos Chicas, Nivel 1</i> Glosario, pp. 122–128 Conjugación, pp. 114–121</p>



PRESCRIBED OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p>4.3 general learning strategies</p> <p>4.3.1 <i>Cognitive</i></p> <ul style="list-style-type: none">❖ use simple cognitive strategies to enhance general learning (e.g., use models, classify objects) <p>4.3.2 <i>Metacognitive</i></p> <ul style="list-style-type: none">❖ use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options) <p>4.3.3 <i>Social/Affective</i></p> <ul style="list-style-type: none">❖ use simple social and affective strategies to enhance general learning (e.g., seek help from others)	<p>➤ Provide students with 15–20 words on a theme to be studied (Word Splash). Have students identify words whose meanings they think they understand and those they do not understand. Students then work in pairs sharing definitions and searching for information on words they do not understand (Manitoba Education and Training, <i>Grades 5 to 8 English Language Arts: A Foundation for Implementation, Strategies–40</i>). Have students use five words in simple sentences.</p> <p>➤ Invite students to maintain a learning log. Students respond to questions such as: “How do you learn best (e.g., visually, orally, listening, speaking, etc.)?” / “¿Cómo aprendes mejor (<i>visualmente, oralmente, escuchando, hablando, etc.</i>)?”</p> <p>➤ Before students begin work in cooperative groups, work with students on specific cooperative skills. Provide students with examples of phrases or expressions in Spanish that would be appropriate for specific skills (e.g., encouraging each other, taking turns, etc.).</p> <p>Teach students Spanish words of encouragement (e.g., <i>Bueno, Bien hecho, Fantástico</i>).</p>



SUGGESTIONS FOR ASSESSMENT	SUGGESTED LEARNING RESOURCES
<p>➤ Have students use their learning logs to examine</p> <ul style="list-style-type: none"> • words they already understood • how closely they were able to guess the meanings of words • how the new words relate to themes studied <p>➤ Take in students' learning logs from time to time. Students' logs could include the following:</p> <ul style="list-style-type: none"> • observations and reflections about their learning • personal language goals • strategies that work well for them <p>Assessment criteria for the learning log could include the following:</p> <ul style="list-style-type: none"> • Does the student use the log regularly? • Does the student show signs of understanding his/her personal learning style? <p>➤ Provide students with self and peer assessment forms for the cooperative group work that takes place in Appendices C, D, and E of this section.</p>	<p><i>¡Dime! Uno</i> Preliminar Unidad 1-4</p> <p><i>¡Buen Viaje! 1</i> Capítulo 1-4</p>



Notes

APPENDICES
YEAR 1

Appendix A

My Presentation of Narrative Text / <i>Mi presentación de un relato</i>		
Name/ <i>Nombre</i> _____	Date/ <i>Fecha</i> _____	
	Yes / <i>Sí</i>	No / <i>No</i>
• Did I have a clear beginning?/ <i>¿Tuve un comienzo claro?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I include details in order for the middle?/ <i>¿Incluí detalles para los acontecimientos en orden lógico?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I have a strong ending?/ <i>¿Tuve un final eficaz?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I name characters?/ <i>¿Nombré a los personajes?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I describe characters?/ <i>¿Describí a los personajes?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I describe the setting?/ <i>¿Describí el ambiente?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use visual aids?/ <i>¿Usé apoyo visual?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use audio aids?/ <i>¿Usé apoyo auditivo?</i>	<input type="checkbox"/>	<input type="checkbox"/>

My Presentation of Narrative Text / <i>Mi presentación de un texto informativo</i>		
Name/ <i>Nombre</i> _____	Date/ <i>Fecha</i> _____	
	Yes / <i>Sí</i>	No / <i>No</i>
• Did I state the purpose of the presentation?/ <i>¿Establecí el propósito de mi presentación?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I introduce the topic?/ <i>¿Presenté el tema?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I provide background information for the topic?/ <i>¿Proporcione antecedentes para el tema?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I present the main ideas in appropriate sequence?/ <i>¿Presenté las ideas principales en secuencia apropiada?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I include descriptive details when appropriate?/ <i>¿Incluí detalles descriptivos cuando era apropiado?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I have a strong closing statement?/ <i>¿Tuve una conclusión eficaz?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use visual aids: diagrams, charts, graphs, maps, timelines, illustrations, artifacts, models?/ <i>¿Usé apoyo visual: diagramas, cuadros, tablas, mapas, organizadores gráficos, ilustraciones, artefactos, modelos?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I use sound effects when appropriate?/ <i>¿Usé efectos sonoros en los momentos apropiados?</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Did I share enough knowledge about the topic?/ <i>¿Compartí suficiente información sobre el tema?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B

Prepare and Share a Report—Informational Text/ Preparar y compartir un informe—Texto informativo
<p>Content Organization/Organización del contenido</p> <p>Have I / ¿He</p> <ul style="list-style-type: none"> <input type="checkbox"/> stated the purpose? / <i>establecido el propósito?</i> <input type="checkbox"/> introduced topic? / <i>presentado el tema?</i> <input type="checkbox"/> provided background information? / <i>proporcionado antecedentes?</i> <input type="checkbox"/> presented main ideas in sequence? / <i>presentado las ideas principales en secuencia?</i> <input type="checkbox"/> provided descriptive details? / <i>proporcionado detalles descriptivos?</i> <input type="checkbox"/> provided a strong concluding statement? / <i>proporcionado una conclusión eficaz?</i>
<p>Audiovisual Aids/Apoyo audiovisual</p> <p>I plan to use / He planificado usar</p> <ul style="list-style-type: none"> <input type="checkbox"/> visuals such as diagrams, charts, graphs, maps, timelines / <i>ayudas visuales tales como diagramas, cuadros, tablas, mapas, organizadores gráficos</i> <input type="checkbox"/> illustrations / <i>ilustraciones</i> <input type="checkbox"/> cue cards / <i>tarjetas de apunte para guiarse</i> <input type="checkbox"/> artifacts, models / <i>artefactos, modelos</i> <input type="checkbox"/> sound effects or backgrounds / <i>efectos sonoros ó música de fondo</i>
<p>Delivery Plans/Planes para la ejecución</p> <p>I plan to / He planificado</p> <ul style="list-style-type: none"> <input type="checkbox"/> use an engaging introduction / <i>usar una introducción eficaz para atraer la atención</i> <input type="checkbox"/> state a clear purpose for presentation / <i>establecer un propósito claro para la presentación</i> <input type="checkbox"/> speak clearly, with expression / <i>hablar de manera clara, con expresión</i> <input type="checkbox"/> look at the audience when speaking / <i>mirar a la audiencia al hablar</i> <input type="checkbox"/> have good posture / <i>tener una buena postura</i> <input type="checkbox"/> use effective gestures / <i>usar gestos eficaces</i> <input type="checkbox"/> develop an effective closing to my presentation / <i>desarrollar una conclusión eficaz para mi presentación</i> <input type="checkbox"/> present for _____ minutes / <i>presentar por _____ minutos</i>

Adapted from Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Grade 5 – 387, Grade 5 – 388.

Appendix C

How We Co-operated In Our Group Work—Form A *Cómo cooperamos en nuestro grupo de trabajo—Formulario A*

Name/ *Nombre* _____ Date/ *Fecha* _____

Group Members/ *Miembros del grupo* _____

Think about how your group performed. Colour in the appropriate box. / Piensa cómo se desempeñó tu grupo. Colorea la casilla apropiada.

1. We used our time wisely and helped each other stay on task. / *Usamos el tiempo bien y nos ayudamos a mantenernos en la tarea.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

2. We listened to each other. / *Escuchamos a cada uno.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
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3. We encouraged each other. / *Nos motivamos.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
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4. We contributed our ideas and opinions. / *Contribuimos con nuestras ideas y opiniones.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
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5. We helped all group members understand the task. / *Ayudamos a todos los miembros del grupo a comprender la tarea.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

6. We shared the workload. / *Compartimos la cantidad de trabajo.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

7. We helped each other focus on the work. / *Nos ayudamos a concentrarnos en la tarea.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
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One difficulty our group had was / *Una dificultad que nuestro grupo tuvo fue*

To solve this difficulty we / *Para solucionar esta dificultad nosotros*

Appendix D

Group Work Assessment — Form B / Evaluación del trabajo en grupo — Formulario B

Name/ Nombre _____ Date/ Fecha _____

Group Members/ Miembros del grupo _____

Think about how your group performed. Colour in the appropriate box. / Piensa cómo se desempeñó tu grupo. Colorea la casilla apropiada.

1. We listened to each other's opinions and ideas. /

Escuchamos las opiniones e ideas de cada uno.

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

2. We disagreed politely. / *Discrepamos cortésmente.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

3. We used our time effectively. / *Usamos el tiempo eficazmente.*

SI EMPRE	A VECES	RARA VEZ	NUNCA
----------	---------	----------	-------

What did you or members of your group do to create group harmony? /

¿Qué hiciste tú o qué hicieron los miembros de tu grupo para crear armonía en el grupo?

☞

☞

☞

☞

Appendix E

How Was My Group Work? Middle Years *¿Cómo fue el trabajo de mi grupo?*

Name/ *Nombre* _____ Date/ *Fecha* _____

Group Members/ *Miembros del grupo* _____

Check one. /
Marca una.

Yes / No /
Sí No

In my group, I did very well in: /
En mi grupo, me fue muy bien en:

I contributed ideas. / <i>Aporté ideas.</i>		
I listened to others. / <i>Escuché a otros.</i>		
I asked questions. / <i>Hice preguntas.</i>		
I encouraged others. / <i>Motivé a otros.</i>		
I disagreed politely. / <i>Discrepé cortésmente.</i>		
I stayed on task. / <i>Me mantuve en la tarea.</i>		

-
-
-
-

My goals for the next time are: /
Mis objetivos para la próxima vez son:

-
-
-
-

The steps I need to take to reach my goals are: /
Los pasos que debo seguir para alcanzar mis objetivos son:

-
-
-
-

The resources I need to achieve my goals are: /
Los recursos que necesito para lograr mis objetivos son:

-
-
-
-

Notes