



Mega-Flags.com

Quick-Reference Sheet for Totally Important Stuff

Pg.	Item	Pg.	Item
7			

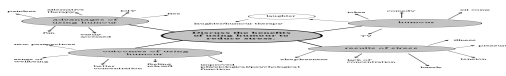


Interactive Notebook Main Table of Contents

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Interactive Notebook Score Sheet

Grade Tracker



1 - Flash Cards

The purpose of flash cards is to help you learn and understand new Spanish words or phrases. You may use any type of paper for flash cards; you may use note cards or cut a sheet of notebook paper into smaller pieces.

1. Make a flash card for every word or phrase on your vocabulary list. Write the Spanish word on one side.
2. On the back side:
 - Draw a picture of anything that can be illustrated easily, such as “tree” or “car.”
 - For any words or phrases that cannot be illustrated, write the English meaning.

Use your flash cards by flipping through them and recalling what the Spanish word is. Go through the cards from English to Spanish, then flip them and go through them from Spanish to English. Find a study buddy to go through the words with. Go through your flash cards at least once every day to learn new words well—it only takes 5 minutes!

2 - Definition Cards

The purpose of definition cards is to get you to think of definitions of new Spanish words using Spanish vocabulary you already know.

1. FRONT - Write the Spanish word. Include the part of speech:
sustantivo (noun) *adjetivo* (adjective)
verbo (verb) *adverbio* (adverb)
preposición (preposition)
2. BACK - Write a definition of at least one complete sentence in Spanish for the word. Your sentence should **define** or **explain** what the word means completely. For example, a “desk” would be “the place where you do your homework and study.”
3. You should only use words you already know in Spanish or words that are from the current chapter’s vocabulary in your sentences.
4. You may find the following words/phrases helpful in your sentences:
lo/la(it) *los/las(them)*
lo que (the thing that)
usar (to use) *hacer* (to do/to make)
para (in order to, to)
es sinónimo de (is a synonym of)
es el opuesto de (is the opposite of)
la cosa que (the thing that)
el lugar que (the place that)

Flip through your cards alone or with a friend at least once a day to prepare for class and assignments.

3 – Comic Strip

The comic does NOT have to be funny. You will use the current vocabulary in a situation that it would be necessary to use it.

Your comic must have between 3 and 5 frames and be illustrated.

You must use 4 colors other than black and white to color your comic.



3. You comic must use the required vocabulary in a scenario that one might encounter in real life. For example, if the vocabulary topic is food, your comic might take place in a restaurant or grocery store.
4. You may use examples from your notes or textbook to model your answers, but you may not copy examples—you must write your own dialogue!
5. At the bottom, write a **summary (3 or more sentences)** explaining why or how the cartoon shows a realistic scenario for the vocabulary to be used and how you made the story your own.

4 – Scenario Dialogue

You will get a scenario from the teacher. Write a dialogue that could realistically take place in the scenario. Your dialogue must:

1. Include between 8 and 12 lines of dialogue of more than 1 word each. “Hola” does not count as a line by itself!
2. Use at least 10 new vocabulary words from the current chapter. The words must be underlined.
3. Include any polite exchanges (greetings, introductions, etc.) necessary in the given situation.
4. You may use examples from your notes or textbook to model your answers, but you may not copy examples—you must write your own dialogue!

Look up any words you do not know in your textbook or notebook—do not use a translator!!

5 - Rhyming Poem

- The poem **must** use the assigned **vocabulary** terms or concepts. There **must** be a **title** reflecting the major concept of the poem.

- There **must** be at least **5 couplets** (two lines rhyming with each other) in the poem. At least 5 terms from the vocabulary list must be used. **The terms must be highlighted.**
- There **must** be an **illustration** of the concept or topic after the poem.
- There **must** be at least 3 sentences **explaining** how the poem and diagram demonstrate the assigned topic.

6 - Limerick Assignment

General Guidelines For The Limerick Assignment

1. The form or pattern of limerick writing **must** be followed.
2. The limerick must be **original** and not copied from somewhere.
3. The limerick must be G or PG-13 rated. If it is not classroom appropriate, you will be in trouble AND have to redo the assignment!
4. The topic or concept assigned must be addressed in the limerick.
5. An **illustration** about the topic **must** follow the limerick.
6. A 3-sentence **explanation** of how the limerick and the illustration are related to the topic **must** be written after the illustration.

The Limerick Pattern

1. A limerick has FIVE Lines.
2. The last words of the first, second and fifth lines rhyme with each other and are longer than the third and fourth lines.
3. The last words of the third and fourth lines rhyme with each other.
4. The pattern of sounds follows the pattern: Da DUM da da DUM da da DUM

Example Limerick:

There was an old man from Peru, (A)
 who dreamed he was eating his shoe. (A)
 He awoke in the night (B)
 with a terrible fright, (B)
 and found out that it was quite true. (A)

7 - Haiku Assignment

Haiku is a minimalist, contemplative poetry from Japan that has 3 lines and 17 syllables distributed in a 5, 7 and 5 syllable pattern.

5 syllables in the first line

7 syllables in the second line

5 syllables in the third line.

1. It must follow the pattern and deal with any aspect of topic covered in class.
2. The page **must** have a **border and artwork** reflecting the topic - you pick the aspect you wish to emphasize in the haiku and artwork.
3. There **must** be a short 3 to 5 sentence **explanation** telling how the Haiku shows an understanding of the assigned topic.

8 - Cinquains

A cinquain is a five-line poem written about a single concept, object or idea. An American poet developed cinquains after examining the Japanese haiku format. The format is a short, unrhymed poem of twenty-two syllables and five lines. The five lines contain 2, 4, 6, 8 then 2 syllables. Each line is supposed to deal with a specific aspect of the cinquain's topic.

Chile
largo, culto
bailar, comer, mirar
triste, frío, calor, feliz
País

1st line = two syllables, 1 word (**the title**)

2nd line = four syllables, 2 words (**describes the title**)

3rd line = six syllables, 3 words (**states an action**)

4th line = eight syllables, 4 words (**expresses a feeling**)

5th line = two syllables, 1 word (**another word for the title**)

1. The Cinquain **must** be written on the assigned topic.
2. It **must** follow the format of syllables and words per line.
3. An **illustration** of the concept or topic **must** be made after the cinquain.
4. A **minimum of 4 colors** (black and white do not count) must be used in the illustration.
5. A 3-sentence **explanation** of how the cinquain and illustration relate to the assigned topic must be made.

9 - Acrostic Poem

An acrostic poem, sometimes called a name poem, uses a word for its subject. Then each line of the poem begins with a letter from the subject word. This type of poetry doesn't have to rhyme.

1. The assigned term or word is written vertically (up and down)
2. Words, terms and concepts related to the term are written horizontally (back and forth) off the letter in the vertical term
3. An illustration representing the term or word must follow the acrostic poem.
4. A 3 to 5 sentences explaining how the horizontal words and terms AND the illustration fit the vertical term or word must follow the illustration.



10 – Product Design

As part of a design team, you must design and name a new product. The design and name should illustrate the assigned topic in some way. For example, an item to illustrate “verbs” might be a car because a car can do various actions and verbs are action words.

1. Choose one of the following items for your product: a vehicle, a pet, a toy, a clothing line, or an electronic device.
2. Include the following:
 - a. What is the name of your product?
 - b. Explain how the name reflects its abilities.
 - c. Write the advertising slogan used to represent the product.
 - d. Create a magazine advertisement that shows the product, emphasizing its abilities and name—the ad must include an illustration (that uses at least 4 colors in addition to black and white).
3. Write a summary (at least 3 sentences) that explains how the product, slogan, and advertisement represent the assigned concept.

11 - Grammar Bookmark

You will design a bookmark that explains the rules of the assigned grammar topic.

1. Must be no more than 2 inches wide and 7 inches long.
 2. Front must have:
 - a picture or **illustration** that represents the topic (minimum of 4 colors in addition to black and white).
 - the assigned **topic** (written) and a **slogan** for it.
 3. Back must
 - have the assigned **topic** (written).
 - explain the topic (*i.e.*, how it works, what the rules are, *etc.*).
 4. If the grammar concept can be written out as a **formula** or **equation**, it must be written on the back.
- Back must explain how the front illustration represents the topic in 2 or more sentences.

12 - Concept Mapping

When making a Concept Map the main theme or concept is the center bubble of the concept map. Branching off the center bubble are related concepts or topics.

1. Use at least **4 different colors** and **4 different shapes** on the concept map.
2. If bubbles are related (but different) subtopics, use the **same color** to show they are related; use **different shapes** to show they are different (*i.e.*, cat, dog, and horse are all animals, so color them all green, but use a different shape for each bubble).
3. Include a **key** that identifies what each shape and color represents.
4. A sentence **must** be written next to the line connecting each set of bubbles explaining how or why the sets of bubbles are related.

13 – T-Shirt Art

Design artwork for a t-shirt representing one of the assigned concepts or terms.

1. Front of Shirt **must** have artwork (minimum of 4 colors) showing the concept or term.
2. Back of the shirt must have a 1 or 2 line ‘cute or clever’ (**classroom appropriate**) motto/slogan using the concept or term.
3. An explanation of at least 3 sentences stating how the artwork and motto/slogan express the concept or term **must** be written.

14 - Letter to the Editor

1. The letter **must** be from 2 to 4 paragraphs in length.

2. The letter **must** contain the assigned topic or vocabulary terms.
 3. Each use of the assigned topic or vocabulary terms must be **highlighted**.
 4. You **must** state an **opinion** (your own) about the topic.
 5. *At least* **5 specific facts** must be used to support the opinion.
 6. An **illustration** of the topic **must** be made after the letter.
 7. A minimum of 4 colors (black and white do not count) **must** be used to make the illustration.
- A 3-sentence explanation of how the letter and illustration are related to the topic must be written.

15 - Newspaper article

Write a 2- to 3-paragraph-long newspaper article suitable for the school newspaper about the assigned concept or topic.

1. The article **must** contain the **How, Who, What, When, Where, Why** about the concept or topic.
2. The article must have *at least two interesting facts* people could use in everyday conversations.
3. There **must** be a graphic or **illustration** (minimum of 4 colors) representing the concept or topic.
4. There must be a caption of 2 to 3 sentences **explaining** the graphic.

16 - Tattoo or Body Art

You are in charge of developing a tattoo to allow the world to know about one of the assigned topics or vocabulary words.

1. The centerpiece of the tattoo must be a **slogan or phrase** related to the topic.
2. The surrounding **artwork** (minimum of 4 colors) must demonstrate the concept in a real-life situation.
3. The artwork must be suitable for all ages and **appropriate** for viewing in all social situations.
4. The best **location** of the tattoo on the body must be written underneath the tattoo.
5. There must be at least 3 sentences **explaining** how the artwork represents the concept.

17 – Butterfly Comparison

The purpose of this assignment is to compare and contrast two concepts that are related in some way. For example, Spanish and French are both *languages*.

- Choose an item, such as a butterfly, to compare the two topics; the item should have two parts that are connected in some way.
- Illustrate the item and use at least 4 colors in addition to black and white.
- Write the name of each topic on one side and the main category in the center.
- Examples of each topic go on the wings (the teacher will give specific instructions related to the topic).
- Write a 3-sentence **explanation** of how the diagram reflects how the topics are alike and different.

18 - Radio Commercial to Review Homework - Thirty Seconds Of Fame And Glory

Write a 30 second (maximum) RADIO commercial advertising the assigned concepts or vocabulary terms.

1. The one idea or concept considered to be most important should be the main message of the commercial.
2. The commercial **must** use *at least 5 vocabulary* terms or phrases from the current unit. Each vocabulary term or phrase must be **highlighted**.
3. A **description** of any sound effects or music that would accompany the commercial may be listed in parenthesis inside the body of the commercial.
4. An **illustration** showing a printed advertisement to accompany the radio campaign must be drawn (use at least 4 colors, black & white do not count).
5. A 3-sentence **explanation** of how the radio commercial meets the key points of the assignment must be written. A 3-sentence **explanation** of how the printed advertisement meets the key points of the assignment must be written. (**at least 6 sentences total!**)

19 - Movie or Book Poster

You will create a poster that advertises a movie or book that has a story line about the assigned topic.

- The movie or book should have a title that is interesting and is related in some way to the assigned topic.
- The poster should have an illustration (with at least 4 colors in addition to black and white) of a key scene from the movie that shows characters from the story and is related to the assigned topic.
- The poster should have a tagline that explains the main action of the plot and intrigues the reader.
- Include a summary of 3 or more sentences that explains how the assigned topic is explained through the title, artwork, and tagline of the movie or book.
- Include your name as the director or writer!

20 - Public Service Announcement (PSA)

You are charged with writing a radio public service announcement on one of the assigned concepts.

1. The PSA must be **no longer than 30 seconds** when read aloud.
2. The concept must be identified **at least twice** during the PSA.
3. The PSA must include **at least 5 vocabulary terms or phrases** from the current unit.
4. Each vocabulary term or phrase must be **highlighted**.
5. After the reading of the PSA, there must be a one-sentence **declaration** of the organization responsible for developing the PSA.
6. Write a 3-sentence-long **explanation** of how and why the PSA would influence people to better understand the main concept.

21 - Song or Rap

1. The song **must** use the assigned vocabulary or concepts.
2. Use a song or tune **familiar** to you. Once you have a clear understanding of the concept you have to convey, try to use a song you're already familiar with such as "Bingo," "Row, Row, Row Your Boat," or even a nursery rhyme.
3. Change the lyrics of the original song to **demonstrate the concept and use the vocabulary**. Remember: when presenting the song, **be prepared to sing/play it aloud**.
4. There must be an **illustration** (4 color minimum) showing an understanding of the assigned topic and concepts.
5. There must be an **explanation** of at least 3 sentences after the song and illustration to describe how each covers and demonstrates the assigned concept and vocabulary.

22 - Don't Break The Bank

- At \$.10 a word, you have a set dollar amount (stated in the homework) to spend on a message to explain the assigned concept.
- An **illustration** (at least 4 colors in addition to black and white) must show the key points of the assigned concept.
- A 3-sentence **explanation** of how the graphic and message are related to the assigned concept must be included.

23 - Band Buzz

- Design a **logo** for a band named after the assigned Spanish concept or vocabulary. Use a minimum of 4 colors, black & white do not count.
- List **at least three** song titles representing the assigned Spanish concept and the specific vocabulary from the unit.
- An **explanation of at least 3 sentences** describing how the logo relates to the concept **must** be written.
- An **explanation of at least 3 sentences** describing how the **song titles** relate to the concept **must** be written.

24 - Hero Assignment

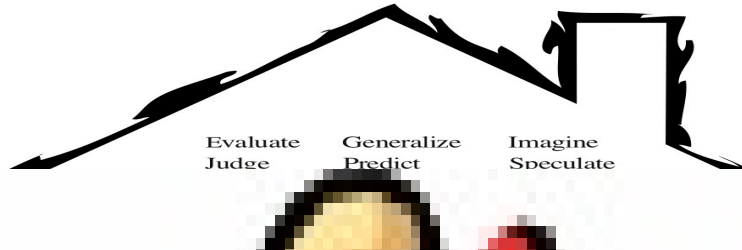
Design a comic book hero/heroine. The name of the hero/heroine must reflect one of the major concepts of the unit. The costume must reflect the name. The superpower or strength of the hero/heroine must be related to the major concept of the unit.

- **Illustration:** a single frame cartoon (minimum of four colors, black & white do not count) showing the hero or heroine doing an impressive feat
- **Explanation:** (1) one 3-sentence explanation of how the costume and superpower are related to the major concept of the unit; (2) *another* 3-sentence explanation of how the impressive feat in the cartoon demonstrates the application of the major concept of the unit. (6 sentences total)

25 - Designing A Magazine Ad

Design a magazine advertisement on one of the assigned concepts or topics.

1. The ad is for a favorite magazine of teenagers or young adults.
2. The standard header or footer of the magazine must be placed above or below the advertisement.
3. The advertisement must be no more than a half page in length and use a minimum of 4 colors (black & white do not count).
4. There must be **at least one paragraph** of claims or selling points on the advertisement.
5. Include a 3-sentence explanation to describe (1) why the magazine was selected (2) how the artwork gets across the concept or to help the understanding of the concept or to





Capítulo Índice de Materias

[illegible]

This page goes on the first sheet of notebook paper (on the right side, facing the inside cover).

These lines are to help you trim the pages evenly!

Any special instructions will appear outside the trim lines for you to read, cut off, and recycle!

A number on the right corner means it is a right-side page.

1

A number on the left corner means it is a left-side page.

2

[illegible]

FIVE POINT SCORING RUBRIC

5 Points - (a WOW product, above and beyond!)

- all of the requirements are evident and EXCEEDED
- the product is VERY neatly done and EXTREMELY well organized
- the product shows LOTS of creativity and is colorfully illustrated
- completed on time

4 Points - (What is EXPECTED)

- all of the requirements are evident
- the product is neatly done and well organized
- the product shows creativity and is colorfully illustrated
- completed on time

3 Points – (*Almost* What is EXPECTED)

- the requirements are evident (maybe 1 or 2 are missing)
- the product is neatly done and organized
- the product shows some creativity and is illustrated
- completed on time

2 Points – (*Sort of* What is EXPECTED)*

- the requirements are evident (maybe 3 or 4 are missing)
- the product is done and sort of organized
- the product shows little creativity and is illustrated
- completed on time

1 Point – (*Not* what was EXPECTED)

- MANY (more than 3) of the requirements are NOT PRESENT
- the product is VERY POORLY done and POORLY organized
- the product shows little TO NO creativity and THE illustrations IS POORLY DONE

- Unscorable or no product
- Lazier than a pig

Processing Assignment Score Sheet

Check #	Check Date	Total Score	Grade*	Resubmit deadline:	Notes:
1.1		____ / ____			
1.2		____ / ____			
2.1		____ / ____			
2.2		____ / ____			
3.1		____ / ____			
3.2		____ / ____			
4.1		____ / ____			
4.2		____ / ____			
5.1		____ / ____			
5.2		____ / ____			
6.1		____ / ____			
6.2		____ / ____			

[illegible]


consistent, easy, patterned.
Do not be afraid!

7

8

9

10

 Fold in along this line.

In the space below, write one example for each level of question related to the English language or U.S. culture.

Level 1 - Gathering & Recalling Info

Key Questioning Words:

Level 2 – Making Sense of Gathered Info

Key Questioning Words:

**Level 3 – Applying &
Evaluating Info**

Key Questioning Words:

Because you are folding this page, you don't *have* to trim it. But if you want to cut off the instructions, feel free!

Line up this edge at the top of your paper.

<u>Level</u>	<u>Definition</u>	<u>Example Question</u>
3		Predict what will happen next after reading only the first paragraph of a story.
Applying and evaluating information	These questions require you to reflect on your thinking and to be able to respond with a personal opinion that is supported by facts. You make a value judgment or wonder about something. There is no right or wrong answer.	

2	These questions require you to expand what you already know by using facts, details, or clues.	If the Spanish suffix “-mente” is the standard adverb ending in Spanish, what would the English equivalent be? (infer)
Making sense of gathered information		
1	These questions can be answered with yes, no, or specific information found in written material, lectures, movies, or books, for example. You can point to the information, read it, or physically see it.	Which Mexican states form the border with the United States? (list)
Gathering and recalling information		

Levels of Questions

Not all questions are alike. You can ask questions or be asked questions that require different types of thinking and searching to arrive at the answer. Being aware of the types of questions can assist you in knowing how to answer them. One researcher (Costa) explained levels of questions this way:

Pages 12-13 are your syllabus—get those from the teacher, they are not in this packet!

11


Glue this sheet in with this edge lined up next to the spiral in the center.

Spanish-Speaking Countries & Capitals Map


Label each blank...

© - Write the country name

🗺️ - Write the capital of the country

 - Wait for instructions

© _____


 _____

 _____

Europa

Norteamérica, Centroamérica, y el Caribe

© _____

 _____


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© _____

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© _____

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*Norteamérica,
Centroamérica,
y el Caribe*

14

15

Which one Spanish-speaking country is not on any of these maps?

© _____

 _____

 _____

Which continent is this country in?


Sudamérica


© _____

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 _____


© _____

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Need to look up a word? Translators will let you down! Use the glossary in your book or your vocabulary pages in your notebook. If you're at the computer, visit www.wordreference.com for a quality dictionary and forums on proper word usage.

Online Accounts:

www.conjuguemos.com

Login: _____

Password: _____

cLc.leanderisd.org

Login: _____

Password: _____

Special Characters: Keyboard Shortcuts

These shortcuts are standard for any computer or web program.

1. Make sure Number Lock is on.
2. Hold down the Alt key.
3. Type one of these number combinations using the number pad on the right side of your keyboard (the numbers at the top of your keyboard won't work):

é = Alt + 130	ó = Alt + 162	ç = Alt + 168
á = Alt + 160	ú = Alt + 163	ï = Alt + 174
í = Alt + 161	ñ = Alt + 164	É = Alt + 0201
4. Let go of the Alt key. Your symbol should appear!

Frases Para la Clase

The following words and phrases will help you to communicate in the classroom, and they will also help you decipher the meaning of instructions when they are written in Spanish.

Tengo una pregunta. (I have a question)

¿Sí? Dime. (Yes, what is it?)

¿Cómo se dice...? (How do you say...?)

Se dice... (You say...)

¿Cómo se escribe...? (How do you spell...?)

Se escribe... (It's spelled...)

No entiendo. ¿Puede repetir?

(I don't understand. Could you repeat that?)

Claro que sí. (Yes, of course.)

Más despacio, por favor. (More slowly, please.)

¿Sabes qué significa...? (Do you know what...means?)

No, no sé. (No, I don't know.)

Sí, significa... (Yes, it means...)

Gracias. (Thank you.)

De nada. (You're welcome.)

Perdón. (I'm sorry.)

Está bien. (It's okay.)

¿Puedo ir al baño? (Can I go to the bathroom?)

¿Puedo ir a tomar agua? (Can I go get some water?)

Levanten la mano. (Raise your hand.)

Cierren los libros. (Close your books.)

Escuchen. (Listen.)

¡Su atención, por favor! (Attention, please.)

Silencio, por favor. (Silence, please.)

Abran sus libros en la página... (Open your books to page...)

Abran sus cuadernos en la página...

(Open your notebooks to page...)

Estamos en la página... (We're on page...)

Miren la pizarra. (Look at the board.)

Saquen una hoja de papel. (Take out a sheet of paper.)

Pasen la tarea al frente. (Pass the homework to the front.)

Entreguen la tarea al buzón.

(Turn in your homework to the inbox/tray.)

Levántense, por favor. (Stand up, please.)

Siéntense, por favor. (Sit down, please.)

Repitan después de mí. (Repeat after me.)

Completa...con una palabra del cuadro.

(Complete...with a word from the box.)

Completa el párrafo con... (Complete the paragraph with...)

Completa las oraciones con la forma correcta del verbo.

(Complete the sentences with the correct form of the verb.)

Con base en..., contesta cierto o falso. Corrige las oraciones falsas.

(Based on..., respond to these statements with true or false. Correct the false statements.)

Con un(a) compañero/a, dramatiza...

(With a classmate, act out...)

Contesta las preguntas usando...

(Answer the questions using...)

Contesta las siguientes preguntas...

(Answer the following questions...)

Completa las siguientes oraciones...

(Complete the following sentences...)

En parejas, dramaticen... (In pairs, act out...)

En grupos de tres, dramaticen... (In groups of three, act out...)

Escoge el dibujo que corresponde...

(Choose the drawing that goes with...)

Escoge la respuesta que mejor completa...

(Choose the answer that best completes...)

Escribe..., usando el vocabulario de la página...

(Write..., using the vocabulary on page...)

Escucha las conversaciones. Decide qué conversación corresponde a cada dibujo.

(Listen to the conversations. Decide which conversation corresponds to each drawing.)

Mira las fotos y decide...

(Look at the photos and decide...)

Mira los dibujos y decide...

(Look at the drawings and decide...)

Indica... (Indicate...)

Pon en orden... (Put ... in order.)

Pregúntale a tu compañero/a... (Ask your partner...)

Sigue el modelo. (Follow the model.)

Túrnese para... (Take turns...)

Usa el vocabulario de...para completar...

(Use the vocabulary from...to complete...)

Usa una palabra o expresión de cada columna para escribir...

(Use one word or expression from each column to write...)

Usa los dibujos para decir lo que pasa.

(Use the drawing to say what is happening.)

Calendario de Tareas – 1st Six-Weeks

lunes	martes	miércoles	jueves	viernes					
8/26		8/27		8/28		8/29		8/30	
9/2		9/3		9/4		9/5		9/6	
NO SCHOOL!									
9/9		9/10		9/11		9/12		9/13	
9/16		9/17		9/18		9/19		9/20	
				<i>Mexican Independence Day September 21st ...</i>					
9/23		9/24		9/25		9/26		9/27	

9/30		10/1		10/2		10/3		10/4	
				End of 1 st 6-we eks					

Notice that there is not a glue-in for p.18—you will write the unit outline on the notebook paper, so leave it blank for now!