

SONRISAS SPANISH

Student Portfolio

LEVEL III, Book 2

Name _____

Sonrisas Spanish

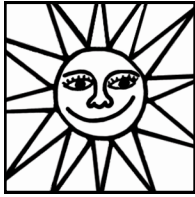
Sonrisas Level III, Book 2 Student Portfolio

Copyright © 2024 Sonrisas Spanish

The contents of this portfolio may be photocopied for student use only.
Duplication of this material for commercial use is prohibited.

All rights reserved. No part of this book protected by this copyright notice may be reproduced or used in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval systems, without prior written permission of the copyright owner.

Published by:
Sonrisas Spanish
P.O. Box 3806
Pagosa Springs, CO 81147
(970) 264-9288 office
(970) 264-9286 fax
info@sonrisasspanish.com
www.sonrisasspanish.com



Introduction to the Level III, Book 2 Student Portfolio

For the Teacher

The Level III, Book 2 Student Portfolio is an integral part of the Sonrisas Level III, Book 2 curriculum. You will use it to compile student work in order to assess progress and performance. Used in conjunction with the lessons in the Level III, Book 2 curriculum, the Student Portfolio will strengthen what your students are learning by giving them more practice with the language concepts for each lesson—helping them master the Learning Target.

Note: If you have not purchased individual copies of the portfolio for your students, we encourage you to have students get a three-ring binder in which they can put all of their work from the portfolio. You can photocopy the first page for students to use as a cover.

The Student Portfolio contains six different types of pages: Grammar Lesson (*Gramática*) pages, Grammar Exercise pages, Communication Strategy pages, reading (*Lectura*) pages, Partner Time pages, and Home Report and Assessment pages—each of which corresponds to a unit in the curriculum. Students will use the Partner Time pages during the Partner Time segment of each lesson. Your instructions for Partner Time are in the eighth lesson of each unit in the Level III Teacher's Manual. The Grammar Exercise pages are designed to be completed by students independently as the culmination of each Grammar Lesson. You can either assign these exercises as homework or students can complete them during class time. The Partner Time activities and the Grammar Exercises can be used as formative assessments. You can read more about this in the Assessment section of the introduction in the Teacher's Manual. The Home Report and Assessment pages, which include suggestions for parents on how to enrich their child's learning at home, can be photocopied and sent home so parents can see what their child is learning in Spanish class.

The Home Report and Assessment pages are designed to be used as a summative assessment for each unit. They contain the Learning Target for each lesson, along with "I can" statements and a checkbox for each Performance Target in the lesson. These can be filled out either by you, by your students, or by both of you together.

For Students

Welcome to the Sonrisas Spanish Level III, Book 2 Student Portfolio! You will use this portfolio to do all the Partner Time and Grammar Exercises in Sonrisas Level III, Book 2. Make sure you save all your work in this portfolio. You can show it to your teacher, parents, and friends so they can see how much you are learning in Spanish class.

The directions for all of the activities are in Spanish and English. We encourage you to read the directions in Spanish and use the directions in English to help you with more challenging vocabulary and phrases.

Have fun speaking, reading, and writing in Spanish to complete these activities! The work you'll be doing to create your portfolio will help you become more proficient in the Spanish language, opening up a new world of fun and interesting experiences for you.

G3

Stem-Changing Verbs: e—ie, o—ue

STEM-CHANGING VERBS: e:ie, o:ue

1. When we conjugate verbs in Spanish, we use the infinitive ending and the stem. The infinitive ending is either **-ar**, **-er**, or **-ir**. The stem is what is left if we remove the ending.

<u>VERB</u>	<u>ENDING</u>	<u>STEM</u>
<i>hablar</i>	-ar	habl-
<i>comer</i>	-er	com-
<i>vivir</i>	-ir	viv-

2. With stem-changing verbs, the stem changes when the verb is conjugated. There are many verbs that have the common stem changes of **e:ie** and **o:ue**.

<u>INFINITIVE</u>	<u>STEM</u>	<u>STEM CHANGE</u>	<u>CONJUGATED FORM</u>
<i>cerrar</i>	cerr-	cierr-	cierro
<i>encontrar</i>	encontr-	encuentr-	encuentro

3. Below is the conjugation for the stem-changing verb, **empezar** (to begin). The **nosotros/as** and **vosotros/as** forms don't have a stem change.

empezar (e:ie)

<i>yo empiezo</i>	<i>nosotros/as empezamos</i>
<i>tú empiezas</i>	<i>vosotros/as empezáis</i>
<i>él, ella, ud. empieza</i>	<i>ellos, ellas, uds. empiezan</i>

4. Below is the conjugation for the stem-changing verb **mostrar** (to show). The **nosotros/as** and **vosotros/as** forms don't have a stem change.

mostrar (o:ue)

<i>yo muestro</i>	<i>nosotros/as mostramos</i>
<i>tú muestras</i>	<i>vosotros/as mostráis</i>
<i>él, ella, ud. muestra</i>	<i>ellos, ellas, uds. muestran</i>

Common stem-changing verbs:

<i>cerrar</i> – to close	<i>perder</i> – to lose/to miss
<i>despertar</i> – to wake up	<i>preferir</i> – to prefer
<i>dormir</i> – to sleep	<i>poder</i> – to be able to/can
<i>empezar</i> – to begin	<i>querer</i> – to want
<i>encontrar</i> – to find	<i>recordar</i> – to remember
<i>entender</i> – to understand	<i>volar</i> – to fly
<i>mostrar</i> – to show	<i>volver</i> – to return
<i>pensar</i> – to think	

G3

Stem-Changing Verbs: e—ie, o—ue

Practice

Provide the correct form of the stem-changing verb for each sentence.

1. *La clase de español ____ (empezar) a las dos.*
2. *A veces yo ____ (dormir) en la sala de estar.*
3. *Mi hermano siempre ____ (cerrar) la puerta con un golpe.*
4. *¿Tú ____ (encontrar) que el español es difícil?*
5. *Nosotros ____ (preferir) comer en casa.*
6. *Yo no ____ (poder) hacer las matemáticas.*
7. *Mis padres ____ (volver) de su vacación hoy.*
8. *¿Tú ____ (recordar) dónde está el coche?*

Grammar Exercise #3

Name _____

Sonrisas Level III Student Portfolio, Unit 3: Stem-Changing Verbs: e-ie, o-ue

Instrucciones

Revisa la información de la página 18 y completa los ejercicios siguientes.

Review the information on page 18, then complete the following exercises.

Complete each of the following sentences with the correct form of the stem-changing verb in parentheses:

1. Ella (preferir) _____ comer en casa.
2. La clase (empezar) _____ a las dos.
3. Los gatos (dormir) _____ en el garaje.
4. Mis padres (volver) _____ a las siete.
5. ¿Tú (comprender) _____ le lengua china?
6. Nosotros (querer) _____ ir al partido de fútbol.
7. ¿Ustedes (poder) _____ asistir al partido?
8. Ella (jugar) _____ al baloncesto cada sábado.
9. Alejandro y Luisa (pensar) _____ visitarnos este verano.

Answer the following questions with a complete sentence using the stem-changing verb:

1. ¿Prefieres fútbol o fútbol americano? _____
2. ¿Quieres estudiar otro lenguaje? _____
3. ¿A qué hora empieza tu día? _____
4. ¿Piensas ir a la universidad? _____
5. ¿Recuerdas a tu primera maestra? _____

CS3

Using Fillers and Hesitation Devices

Using fillers and hesitation devices is an effective communication strategy that you can use to keep a conversation going smoothly in Spanish. This strategy is especially helpful when you need a moment to think.

Fillers and hesitation devices are words or sounds like “um,” “uh,” “well,” and “you know” that we use when we’re thinking about what to say next. These are different in Spanish. In Spanish, some common fillers are *eh*, *pues*, *bueno*, and *este*.

Fillers and hesitation devices are useful because:

- They give you a little break to think about what you want to say next.
- They make your conversation sound more natural and fluent.
- They keep you engaged in the conversation without long pauses.

Here are some examples where you can use fillers in Spanish:

When you’re thinking about an answer:

- Question: *¿Cuál es tu comida favorita?* = What is your favorite food?
- Answer with filler: *Pues . . . me gusta mucho la pizza.* = Well . . . I really like pizza.

When you’re not sure about something:

- *Este . . . no estoy seguro de la respuesta.* = Um . . . I’m not sure of the answer.

When you’re giving yourself a moment to think:

- *Bueno . . . creo que la capital de Francia es París.* = Well . . . I think the capital of France is Paris.

When you’re changing the subject:

- *Eh . . . cambiando de tema, ¿has visto la nueva película?* = Um . . . changing the subject, have you seen the new movie?

You can pretty much use all these fillers interchangeably. Remember, it’s perfectly fine to use fillers. Most native speakers use them. It shows that you’re trying to keep the conversation going. Try using them in your next Spanish conversation and see how they help.

L3

La música mariachi

Vocabulario*joven músico* = young musician*Está emocionado* = He is excited*empieza a prepararse* = starts to get ready*escoge* = he picks out*Se pone* = he puts on*toca* = plays*al llegar* = upon arriving*se une* = joins*afinan* = they tune*el ambiente* = the atmosphere*llena* = fills*se siente* = feels

En un pequeño pueblo mexicano, vive Carlos, un joven músico de mariachi. Está emocionado por tocar en el festival anual del pueblo esta noche. En la tarde, Carlos empieza a prepararse.

Escoge su traje de mariachi: pantalones negros decorados, camisa blanca con volantes, chaqueta bordada, y una corbata de seda roja. Se pone su sombrero de charro y sonríe, orgulloso de su ropa tradicional.

Carlos toca la trompeta y la vihuela, pero prefiere la vihuela con su sonido único. Es esencial para la música de mariachi.

Al llegar a la plaza, Carlos se une a sus compañeros. Juntos, afinan sus instrumentos bajo las luces coloridas. El ambiente es festivo y lleno de anticipación.

Comienza la música: primero las trompetas, luego los violines, y Carlos empieza a tocar su vihuela. La melodía vibrante llena el aire y la gente empieza a bailar y aplaudir. Carlos, tocando con pasión, se siente conectado con la tradición del mariachi, celebrando la alegría y la comunidad de su pueblo.

Instrucciones

Primero, lee y traduce Lectura 3 (página 22) con tu maestro. Después de hacer la lectura, toma turnos con tu compañero para hacerse las preguntas de abajo. Practica el uso de rellenos en tus respuestas. Luego, tú y tu compañero van a escribir un verso de una canción de mariachi. Escribe cuatro líneas separadas. Recuerda que las canciones de mariachi a menudo cuentan historias de amor, desamor, machismo, patriotismo e historia mexicana. Trata de incorporar verbos que cambien la raíz del vocabulario de abajo. Cuando termines, comparte la estrofa de la canción con la clase.

First, read and translate Lectura 3 (page 22) with your teacher. After you do the reading, take turns with your partner asking each other the questions below. Practice using fillers in your responses. Next, you and your partner are going to write a verse of a mariachi song. Write four separate lines. Remember that mariachi songs often tell stories of love, heartbreak, machismo, patriotism, and Mexican history. Try to incorporate stem-changing verbs from the vocabulary below. When you are finished, share your song verse with the class.

1. ¿Por qué está emocionado Carlos?
2. ¿Qué tipo de sombrero se pone Carlos?
3. ¿Cuál instrumento prefiere Carlos?
4. ¿Cómo se siente Carlos cuando toca la música?

Vocabulario

cerrar – to close
comenzar – to begin
dormir – to sleep
empezar – to begin
encontrar – to find

entender – to understand
mostrar – to show
pensar – to think
perder – to lose/to miss
poder – to be able to/can

preferir – to prefer
querer – to want
recordar – to remember
volver – to return

Home Report and Assessment: La música mariachi

Date _____

Student _____

Unit Overview

3

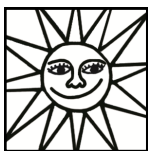
Learning Target

Students use the language and grammar concepts to ask and answer questions about a reading on mariachi music and to write their own mariachi song verse.

Performance Targets

- Students use e-ie and o-ue stem-changing verbs to exchange personal information.
- Students use e-ie and o-ue stem-changing verbs to ask and answer simple questions.
- Students write a mariachi song verse using a list of vocabulary words and present it to their peers.
- Students practice using filler words as they answer questions about a reading.

Student Assessment



I can:

- ☐ Use e:ie and u:ue stem-changing verbs to exchange personal information.
- ☐ Use e-ie and o-ue stem-changing verbs to answer simple questions.
- ☐ Use a list of vocabulary words to write a mariachi song verse and present it to my peers.
- ☐ Use filler words when answering questions about a fictional story.

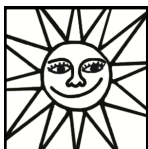
Grammar Concepts and Communication Strategy



Exchange of personal information
Stem-changing verbs: e-ie and o-ue

Using fillers and hesitation devices

Home Enrichment



Have your child read the mariachi song verse that he or she wrote for the Partner Time activity. Ask your child about filler words in Spanish.