

SONRISAS SPANISH

Student Portfolio

LEVEL II

Name _____

Sonrisas Spanish

A Preschool and Elementary Spanish Curriculum

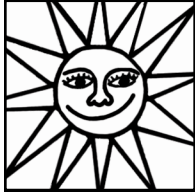
Level II Student Portfolio

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Introduction to the Level II Student Portfolio

For the Teacher

The Level II Student Portfolio is an integral part of the Sonrisas Level II 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 II curriculum, the Student Portfolio will strengthen the development of your students' language acquisition 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 their work from the portfolio. You can photocopy the first page for students to use as a cover.

The Student Portfolio contains four different types of pages: Student Assessment pages, Partner Time pages, Portfolio Activity pages, and Home Report pages, each of which corresponds to a lesson in the curriculum.

Students will use the Partner Time pages during the Partner Time segment of each lesson. Your instructions for Partner Time are on the Partner Time procedure pages in the Level II curriculum book. Most Partner Time activities require you to display an image or text that students need to interpret in order to complete the activity. (These can be found on the Resource CD.) The Portfolio Activity pages are designed to be completed by students independently as the culmination of each lesson. You can either assign these activities as homework or students can complete them during class time. Both the Partner Time activities and the Portfolio Activities can be used as formative assessments. (Read more about this in the Assessment section of the introduction in the curriculum book.) The Home Report pages include suggestions for parents on how to enrich their child's learning at home, and can be photocopied and sent home so parents can see what their child is learning in Spanish class.

The Student Assessment pages are designed to be used as a summative assessment for each thematic unit. They contain the Learning Target for each lesson, along with "I can" statements and a check box 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 II Student Portfolio! You will use this portfolio to do all the Partner Time and Portfolio Activities in Sonrisas Level II. 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're learning in Spanish class.

The directions for all 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.



Sonrisas Spanish Student Assessment

Unit 2—My School

Essential Question: What is my school like, how do I get there, and what do I do there?

Date _____

Student _____

Lesson 5: ¿Cómo se llama él/ella?

Learning Target: Student tells the name of another person and learns the subject pronouns *él* and *ella*.

I can:

- Comprehend the question, “¿Cómo se llama él/ella?”
- Comprehend the question, “¿Cómo se llama tu maestro/a?”
- Answer the questions using the phrases, “Él se llama _____” and “Ella se llama _____.”
- Distinguish the difference between feminine and masculine noun endings.

Lesson 6: ¿Qué hay en tu escuela?

Learning Target: Student uses the verb *hay* to provide information about his or her school.

I can:

- Comprehend the questions: “¿Qué hay en tu escuela?” and “¿Qué **no** hay en tu escuela?”
- Answer the questions using the following phrases: “En mi escuela hay _____” and “En mi escuela **no** hay _____.”

Lesson 7: Cómo portarse en la escuela

Learning Target: Student learns and uses practical classroom phrases related to appropriate school behavior.

I can:

- Comprehend and use the phrases, “¡Presta atención!,” “Levanta la mano,” “¿Puedo ir al baño?,” “Siéntate,” “Ya terminé,” “¿Terminaste?,” “Silencio,” “Escúchame,” “Eso no se hace,” and “¡Basta!” in the context of acting out skits.
- Use these phrases in my classroom communication.

Lesson 8: ¿Cómo vas a la escuela?

Learning Target: Student uses the verb *ir* to provide information about how he or she and classmates get to school.

I can:

- Comprehend the question, “¿Cómo vas a la escuela?”
- Answer the question using the phrase, “Yo voy a la escuela en...”
- Comprehend the question, “¿Cómo va a la escuela _____?”
- Answer the question using the phrase, “_____ va a la escuela en...”

Partner Time #5

Name _____

Sonrisas Level II Student Portfolio, Lesson 5: *¿Cómo se llama él/ella?*

Instrucciones—Parte 1

Mira a las fotos que tu maestro/a ha puesto en la pizarra. Escucha a tu maestro/a hablando de cada persona, y luego hazle a tu compañero/a las siguientes preguntas y escribe sus respuestas en los espacios.

Look at the pictures your teacher has put up on the board. Listen to your teacher talk about each person, then ask your partner the following questions and write his/her answers in the spaces.

1. ¿Cómo se llama él? _____

2. ¿Cómo se llama ella? _____

Instrucciones—Parte 2

Haz a tu compañero/a las siguientes preguntas y escribe sus respuestas en los espacios.

Ask your partner the following questions and write his/her answers in the spaces.

1. ¿Cómo te llamas tú? _____

2. ¿Cómo se llama tu mamá? _____

3. ¿Cómo se llama tu papá? _____

Portfolio Activity #5

Name _____

Sonrisas Level II Student Portfolio, Lesson 5: *¿Cómo se llama él/ella?*

Instrucciones—Parte 1

Responde cada pregunta con una oración completa siguiendo el modelo.

Answer each question with a complete sentence following the example.

Modelo

Él se llama Jon. or Ella se llama Mary.

1. ¿Cómo se llama tu maestro/a? _____
2. ¿Cómo se llama tu mamá? _____
3. ¿Cómo se llama tu papá? _____
4. ¿Cómo se llama tu amigo/a? _____

Instrucciones—Parte 2

Mira el dibujo. Después responde las preguntas.

Look at the picture. Then answer the questions.



1. ¿Cómo se llama él? _____
2. ¿Cómo se llama ella? _____

Home Report: ¿Cómo se llama él/ella?

Date _____

Student _____

Lesson Overview

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Learning Target

Students tell the name of another person and learn the subject pronouns *él* and *ella*.

Performance Targets

- Students comprehend the question, “¿Cómo se llama él/ella?”
- Students comprehend the question, “¿Cómo se llama tu maestro/a?”
- Students answer the questions using the phrases, “Él se llama ____” and “Ella se llama ____.”
- Students distinguish the difference between feminine and masculine noun endings.

Circle Time



Vocabulary and Phrases

¿Cómo se llama él/ella?	What's his/her name?
Él/Ella se llama ____.	His/her name is ____.
¿Cómo se llama tu maestro/a?	What is your teacher's name?
mi maestro/a	my teacher
mi amigo/a	my friend
la escuela	school

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)
Buenos días (2)
Me llamo, me llamo (3)
El sol se llama Lorenzo (15)
Me volteo (23)
El tren de los días de la semana (27)

Canciones Culturales CD

Aplaudimos (3)
Tortillitas (4)
Los deditos (5)
Estos piecitos (7)

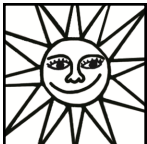
Story Time



From the Storybook Set

Spot va a la escuela, by Eric Hill

Home Enrichment



Review your child's art project. Have your child use the vocabulary from the lesson to tell you the name of his or her teacher.