

Querido Amigo
An Exchange of Culture and Friendship between Argentina and the United States

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Subject Area: Spanish

Topic: Introduction to Argentina through Correspondence

Grade Levels: 6 – 8

Time Frame:

This program as I have envisioned it is not a stand-alone unit but rather a supplementary program that a teacher would use throughout the year. The introductory lessons on Argentina would take no more than six to seven days, depending on how the teacher chose to present the material. The pen pal letters have been designed to encompass general content and vocabulary covered in introductory Spanish programs. They could be assigned as unit projects and would allow the students to synthesize and actually apply in context the language they had studied in each unit.

So while the actual activities might take no more than two weeks, they would build upon content taught throughout the year.

Established Goals addressed by this curriculum unit

North Carolina World Languages Essential Standards

Connections to Language and Literacy

- | | |
|----------|--|
| NL.CLL.2 | Understand words and concepts presented in the language. |
| NL.CLL.3 | Use the language to present information to an audience. |
| NL.CLL.4 | Compare the students' culture and the target culture. |

Connections to Other Disciplines

- | | |
|------------|---|
| NL.COD.3.3 | Use readily available technology tools and digital literacy skills to present in the target language. |
|------------|---|

Communities

- | | |
|------------|---|
| NL.CMT.1 | Use the language to engage in interpersonal communication. |
| NL.CMT.2 | Understand words and concepts presented in the language. |
| NL.CMT.3.2 | Understand roles in school or community traditions related to the target culture. |
| NL.CMT.4.4 | Identify products from target cultures that are used globally. |

Understandings

As a result of the this unit of study, students will:

- Know the key geographical features of Argentina.
- Be able to identify Argentinian products and traditions.
- Develop their fluency in Spanish through correspondence with their Argentinian pen pal.
- Gain a global perspective on their community by comparing and contrasting it with an Argentinian community.

Essential Questions

Introduction to Argentina

Where is Argentina?
Who lives there?
How is Argentina similar to and different from the U.S.?

Pen Pal Correspondence

Primera Carta

¿Quiénes somos? / Who am I? Who is my pen pal?

Segunda Carta

¿Cómo es mi escuela? / What is my life at school like?
¿Cómo es tu escuela? / What is my pen pal's life at school like?

Tercera Carta

¿Qué comemos? / What do we eat?

Cuarta Carta

¿Adónde vamos? / Where do we go?
¿Qué hacemos en el pueblo? / What do we do in our communities?

Performance Tasks

Introduction to Argentina

1. Reading and Response Where *in the World is Argentina?*
2. Video Guide to Rudy Max in Buenos Aires, English text
3. Video Guide to Rudy Max in Buenos Aires, Spanish text
4. Video Guide to Rudy Max in Mendoza, English text
5. Video Guide to Rudy Max in Mendoza, Spanish text
6. Reading Guide to "Carlitos" from Children Just Like Me by Barnabas & Annabel Kindersley (Dorling Kindersley Publishing, New York, NY, 1995), English text
7. Reading Guide to "Carlitos" (Children Just Like Me), Spanish text
8. Questions for paired interviews, Spanish text only

Pen Pal Letters

1. Primera Carta, Grading Rubric
2. Segunda Carta, Blank School Schedule
3. Segunda Carta, Grading Rubric
4. Tercera Carta, Mi Comida
5. Tercera Carta, Grading Rubric
6. Cuarta Carta, Weekly Agenda

7. Cuarta Carta, Grading Rubric

Introduction to Argentina

Lesson One – Where in the World is Argentina?

Objective: At the end of this lesson, students will know that Argentina is a large, Spanish-speaking country located in South America.

Materials:

- Individual student copy of reading & questions worksheet (attached)
- Slide show of pictures from Argentina

Procedure:

1. Select a picture or a series of pictures from Argentina. Project these pictures on the board via an LCD projector. Ask students to look at the pictures and determine what they are going to read about. Have students to explain their answers.
2. Distribute the reading. Ask students what they already know about Argentina.
3. Instruct students to read the text to themselves and to answer the questions.
4. After fifteen minutes or so, or whenever it appears students have completed their reading, have the class read the text together. Make sure to summarize important information in each section.
5. At the conclusion of the class reading, call on individual students to write their answers to the questions on the board.

Closure:

Use the images from the slide show to have individual students summarize some of the points from the reading.

Extension:

- Journal Entry – Imagine that you took one of the pictures from the slide show. Write a paragraph describing what had just happened before you took the picture.
- Select one of the regions of Argentina mentioned in this article. Find out two things to do there and one thing to eat.

Where in the World is Argentina?

Size Population, Boundaries

A country of great geographical diversity, Argentina takes its name from the Latin word *argentum*, meaning “silver”. Argentina contains natural wonders such as the Iguazú Falls which are 1.5 times higher than Niagara Falls, in the north and the Perito Moreno Glacier of Santa Cruz, to the south.

With an area of 1,073,518 square miles (2,780,400 square kilometers), Argentina is the second largest country in South America, after Brazil, and the eighth largest in the world. It is around one third the size of the United States. It has a population of 38,600,000.

Longer than it is wide, Argentina is located in the southern half of South America. It is surrounded by the countries of Chile, Bolivia, Paraguay, Brazil, Uruguay and the Atlantic Ocean.

The climate in Argentina is usually moderate although it can be hot in the subtropical regions of the north and cold in the subantarctic region of Patagonia. Since Argentina is in the Southern Hemisphere, its seasons are opposite of those in the United States. The coldest month of the year is July and the warmest is January.

Main Regions

Argentina is divided into six major regions. In addition, the country claims the islands, known as *Las Islas Malvinas*, near its southeastern coast. The more famous regions of the country include:

1. The Andes, located in the west, along the border with Chile, are high and rugged mountains. The highest point in Argentina is Cerro Aconcagua in the Andes, which at 6,960 meters above sea level is the tallest mountain in the western hemisphere.
2. In the central interior of the country is flat, fertile grassland known as the Pampas. The Pampas are the most fertile farmland in the world and known primarily for the production of wheat and beef.
3. In the southern part of the country is Patagonia, a flat land which has few people but many animals and natural resources. There are many lakes in this region, which raises a large number of sheep.

Capital City

Buenos Aires is the capital of Argentina. It is not a part of the 23 provinces of Argentina but rather located in its own district. It is located on a river, *Río de la Plata*. It is also a port city on the Atlantic Ocean. With a population of 13 million, Buenos Aires is one of the most populated cities in the world. Nicknamed “The Paris of South America,” Buenos Aires is a popular tourist destination, famous for its European architecture and rich cultural life.



The People

Before the arrival of the Spanish in the 1500s, Argentina was populated by Native American peoples, some of whom were descendants of the Incas. However, most of the groups were nomadic. When the Europeans began to settle the country, many of the native peoples died from exposure to European diseases. Today, in contrast to many other South American countries, Argentina has a population that is almost entirely European in origin. Around 97% of the population is of European descent, with Spain and Italy being the most prominent countries of origin.



EXERCISES

Part One

Identify the following by labeling the map. In some cases, you may have to draw outside the map.

the Andes
the Atlantic Ocean
Bolivia
Brazil
Buenos Aires
Chile
las Islas Malvinas
the Pampas
Patagonia
Paraguay
Río de la Plata
Uruguay

Part Two

Read the following statements and decide if they are true or false. If they are false, correct them to make them true.

- ___ 1. Argentina is one of the most densely populated countries in the world.
- ___ 2. Argentina is bordered by five countries and the Atlantic Ocean.
- ___ 3. Summer comes in January in Argentina.
- ___ 4. The highest mountain in the world is located in Argentina.
- ___ 5. The Argentinian diet includes a lot of beef.
- ___ 6. The capital of Argentina is located in the Andes Mountains.

____ **7. The people of Argentina are racially very diverse.**

Introduction to Argentina

Lesson Two – Rudy Maxa in Buenos Aires

Objectives: At the end of this lesson, students know that Buenos Aires is the capital of Argentina and they will be familiar with some of the characteristics and landmarks of the city.

Materials:

- Individual copies of the DVD guide (attached)
- DVD player
- Rudy Maxa's DVD on Argentina (Rudy Maxa's Argentina consists of two 20 minute segments: one on Buenos Aires and one on Mendoza.)

Procedure:

1. Ask the students if they know the name of the capital city of Argentina. Where is it located? What would they expect to see if they went there?
2. Distribute the DVD guide. Play the DVD.
3. The students watch the video and answer the questions. The questions are in order.
4. At the conclusion of the video, you may:
 - Review and discuss the answers as a class
 - Have pairs or small groups of students compare their answers
 - Take up the guide and grade it.
5. If you correct the English guide as a class, you may choose to use the Spanish guide as a graded assignment with the English guide serving as the notes. Or depending on the level of the class, you may substitute the Spanish guide for the English guide.

Closure:

Ask the students to complete the following sentences:

En Buenos Aires, comen.....y.....
bailan.....
juegan al.....
no cenan antes de.....

Extension:

- Journal Entry - Compare what you have learned about life in Buenos Aires to life in Washington, DC or New York City. Write a paragraph in which you compare five aspects of life in Buenos Aires to life in Washington, DC or New York City.
- Find a picture of one of the people or places introduced in the DVD. Bring the picture to class along with a sentence in Spanish describing it.

Rudy Maxa in Buenos Aires

Nombre: _____

La Fecha: _____

1. The capital city of Argentina, Buenos Aires is located at the port of the Río de la Plata next to the country of _____.
2. One of the most famous dances in the world, the _____, was actually born in the city of Buenos Aires.
3. The primary instrument used in tango music is the **bandoneón**. It is like an _____ and it is a very difficult instrument to play.
4. In 2001, Argentina had a serious financial crisis that cut the country's wealth in _____.
5. The most famous kind of surgery in Argentina is _____.
6. Wealthy dog owners in Buenos Aires have dog _____.
7. Recoleta is a famous _____. Some families have sold their own family tombs there for as much as \$_____.
8. _____ is the name of a former first lady of Argentina who is buried here.
9. If you go to a **parrilla**, you will be served a lot of _____.
10. A **gelataría** sells _____.
11. More than half of the residents of Buenos Aires have ancestors from _____.
12. Argentina is crazy about soccer. The two rival teams of Buenos Aires are _____ and _____.
13. Alvear Palace is a famous _____.
14. San Telmo is an open air _____.
15. An Argentinian cowboy is called a _____.
16. Because of all of the cattle in Argentina, the country makes many _____ goods.
17. Buenos Aires is a place for people who like to stay up late: dinner doesn't begin before _____, clubs open at _____ and people often party all night.

Rudy Maxa in Buenos Aires Teacher's KEY

1. The capital city of Argentina, Buenos Aires is located at the port of the Río de la Plata next to the country of Uruguay.
2. One of the most famous dances in the world, the tango was actually born in the city of Buenos Aires.
3. The primary instrument used in tango music is the bandoneón. It is like an accordion and it is a very difficult instrument to play.
4. In 2001, Argentina had a serious financial crisis that cut the country's wealth in half.
5. The most famous kind of surgery in Argentina is plastic surgery.
6. Wealthy dog owners in Buenos Aires have dog walkers.
7. Recoleta is a famous cemetery. Some families have sold their own family tombs there for as much as \$40,000.
8. Eva Peron is the name of a former first lady of Argentina who is buried here.
9. If you go to a parrilla, you will be served a lot of grilled meat.
10. A gelataría sells ice cream.
11. More than half of the residents of Buenos Aires have ancestors from Italy.
12. Argentina is crazy about soccer. The two rival teams of Buenos Aires are River and Boca.
13. Alvear Palace is a famous hotel.
14. San Telmo is an open air market.
15. An Argentinian cowboy is called a gaucho.
16. Because of all of the cattle in Argentina, the country makes many leather goods.
17. Buenos Aires is a place for people who like to stay up late: dinner doesn't begin before 10:00 PM clubs open at 2:00 AM and people often party all night.

Nombre: _____

Fecha: _____

Rudy Maxa en Buenos Aires

A. Mira la película y busca la buena repuesta.

baile	helado
cementerio	hotel
cena	instrumento
cuidad principal	italiano
económica	perro
equipos	popular
Eva Peron	restaurante

1. La..... de Argentina es Buenos Aires.
2. El tango es el..... de Buenos Aires.
3. Un músico importante de la música del tango es el bandoneón.
4. En 2001, Argentina tenía una crisis muy seria.
5. La cirugía estética es muy en Buenos Aires.
6. En Buenos Aires, puede pagar alguien para pasear con su.....
7. Recoleta es un..... de la gente famosa.
8. El sepulcro de.....está en Recoleta.
9. Una parrilla es undónde se sirve mucha carne.
10. Puede comprar.....en una gelataría.
11. La mitad de la población de Buenos Aires es de origen.....
12. Los dosde fútbol son River y Boca.
13. Alvear Palace es un..... muy elegante.
14. En Buenos Aires la hora de la..... empieza a las diez de la noche.

Rudy Maxa en Buenos Aires Teacher's KEY

A. Mira la película y busca la buena repuesta.

baile	helado
cementerio	hotel
cena	instrumento
cuidad principal	italiano
económica	perro
equipos	popular
Eva Peron	restaurante

1. La cuidad principal de Argentina es Buenos Aires.
2. El tango es el baile de Buenos Aires.
3. Un instrumento músico importante de la música del tango es el bandoneón.
4. En 2001, Argentina tenía una crisis económica muy seria.
5. La cirugía estética es muy popular en Buenos Aires.
6. En Buenos Aires, puede pagar alguien para pasear con su perro.
7. Recoleta es un cementerio de la gente famosa.
8. El sepulcro de Eva Perón está en Recoleta.
9. Una parrilla es un restaurante dónde se sirve mucha carne.
10. Puede comprar helado en una gelataría.
11. La mitad de la población de Buenos Aires es de origen italiano.
12. Los dos equipos de fútbol son River y Boca.
13. Alvear Palace es un hotel muy elegante.
14. En Buenos Aires la hora de la cena empieza a las diez de la noche.

Introduction to Argentina

Lesson Three - Rudy Maxa in Mendoza

Objectives: By the end of this lesson, students will know that Argentina is a country of diversity: Mendoza is very different from Buenos Aires. They will also know that Argentina is one of the most important producers of wine in the world.

This episode features a significant amount of information on the wine industry in Argentina. Some teachers may feel the focus on wine is inappropriate for their student population.

Materials:

- Individual copies of the DVD guide (attached)
- DVD player
- Rudy Maxa's DVD on Argentina
- Large map of Argentina

Procedure:

1. Focus the students' attention on the map of Argentina.
2. Ask for a student volunteer to identify and locate the capital on the map.
3. Ask another to summarize what he/she remembers about life in Buenos Aires.
4. Ask the class if they think the lifestyle would be the same or different in Buenos Aires as in other parts of the country. Have them elaborate on their answers.
5. Point to the section of the map where Mendoza is located. Indicate that Mendoza is a desert. Do we have deserts in the United States? Where? What type of adjustments do people have to make to live in a desert? What are some of the traditional occupations of people in the desert?
6. Distribute the DVD guide. Play the DVD.
7. The students watch the video and answer the questions. The questions are in order.
8. At the conclusion of the video, you may:
 - Review and discuss the answers as a class.
 - Have pairs or small groups of students compare their answers.
 - Take up the guide and grade it.
9. If you correct the English guide as a class, you may choose to use the Spanish guide as a graded assignment with the English guide serving as the notes. Or depending on the level of the class, you may substitute the Spanish guide for the English guide.

Closure:

Have the students summarize the lesson by naming two things they remember and one question they have about Mendoza.

Extension:

The gaucho is an Argentinian cowboy. Choose one item of clothing or accessory from this site to draw. Label it in Spanish and be ready to describe how it is used.

<http://www.gauchoclothes.com/>

Rudy Maxa in Mendoza

Nombre: _____

La Fecha: _____

1. Located in the north central area of Argentina, the province of Mendoza is next to the country of _____.
2. Mendoza's most famous product is its _____ which can be tasted in a **bodega**.
3. Although Argentina has a five-hundred year history as a wine-maker, it is only recently that its wines have become well known around the world. The name of its most famous wine is Malbec. Today Argentina is the _____ largest producer of wine in the world.
4. A traditional meal in Argentina is the **asado** which is a mix of _____.
5. Cattle did not exist in Argentina until they were brought there by the Spanish in the 1500s. The Argentinian cowboy has a lasso and a knife. He wears a hat and sometimes a poncho. He is called a _____.
6. Mendoza is naturally a desert. It has a complicated system of irrigation channels that were first built by the _____.
7. The national drink of Argentina is **yerba mate**. It is a type of _____. It is shared with friends who drink it from the same cup through a metal straw.
8. The mountains in Mendoza are part of the _____, which is the longest mountain range in the world.
9. The tallest mountain in the Western Hemisphere is **Aconcagua**. Around _____ people try to climb it every year. Thirty percent succeed. There is a cemetery nearby for those who die trying to climb the mountain.
10. Kayaking, mountain biking, hiking and _____ riding are popular sports and outdoor activities in the region.

Rudy Maxa in Mendoza

Teacher's KEY

1. Located in the north central area of Argentina, the province of Mendoza is next to the country of **Chile**.
2. Mendoza's most famous product is its **wine** which can be tasted in a **bodega**.
3. Although Argentina has a five-hundred year history as a wine-maker, it is only recently that its wines have become well known around the world. The name of its most famous wine is Malbec. Today Argentina is the **fourth** largest producer of wine in the world.
4. A traditional meal in Argentina is the **asado** which is a mix of **grilled meat**.
5. Cattle did not exist in Argentina until they were brought there by the Spanish in the 1500s. The Argentinian cowboy has a lasso and a knife. He wears a hat and sometimes a poncho. He is called a **gaucho**.
6. Mendoza is naturally a desert. It has a complicated system of irrigation channels that were first built by the **Incas**.
7. The national drink of Argentina is **yerba mate**. It is a type of **tea**. It is shared with friends who drink it from the same cup through a metal straw.
8. The mountains in Mendoza are part of the **Andes**, which is the longest mountain range in the world.
9. The tallest mountain in the Western Hemisphere is **Aconcagua**. Around **3000** people try to climb it every year. Thirty percent succeed. There is a cemetery nearby for those who die trying to climb the mountain.
10. Kayaking, mountain biking, hiking and **horseback** riding are popular sports and outdoor activities in the region.

Nombre:

La Fecha

Rudy Maxa en Mendoza

Mira la película y busca la buena repuesta.

alta	desierto
bebida	famoso
carne	gaucho
cuarto	largas
deporte	país

1. La provincia de Mendoza está al lado del..... de Chile.
2. Mendoza es..... para su vino.
3. Hoy Argentina es el..... productor más importante del vino en el mundo.
4. El asado es una comida de.....
5. El héroe tradicional argentino es el.....
6. Mendoza es un.....: no hay bastante agua.
7. La nacional de Argentina es el yerba mate. Es un té que se toma entre amigos.
8. Las montañas de Mendoza son los Andes que son las montañas más..... del mundo.
9. La montaña más..... en el hemisferio oeste se llama Aconcagua.
10. Montar en bicicleta es un..... popular en la provincia.

Rudy Maxa en Mendoza

Mira la película y busca la buena repuesta.

alta	desierto
bebida	famoso
carne	gaucho
cuarto	largas
deporte	país

1. La provincia de Mendoza está al lado del país de Chile.
2. Mendoza es famoso para su vino.
3. Hoy Argentina es el cuarto productor más importante del vino en el mundo.
4. El asado es una comida de carne.
5. El héroe tradicional argentino es el gaucho.
6. Mendoza es un desierto: no hay bastante agua.
7. La bebida nacional de Argentina es el yerba mate. Es un té que se toma entre amigos.
8. Las montañas de Mendoza son las Andes que son las montañas más largas del mundo.
9. La montaña más alta en el hemisferio oeste se llama Aconcagua.
10. Montar en bicicleta es un deporte popular en la provincia.

Introduction to Argentina

Lesson Four – “Carlitos” (pp. 12 – 13) Day One

Children Just Like Me, which was published in association with UNICEF, provides pictorial essays of children from around the world. One of the children featured, Carlitos, lives on a ranch in the Argentinian Pampas. The essay provides an excellent vehicle for the students to compare their lives to Carlos and learn about Argentinian culture through the life of a child their age. If it is not available in your local library, the book is easily obtained via Amazon.

Objectives: At the conclusion of this lesson, the student will identify primary aspects of Carlitos’ life such as his family, his school and his diet.

Materials:

- Children Just Like Me by Barnabas and Anabel Kindersley (NY: Dorling Kindersley, 1995).
- *Mate* cup and straw (a picture can be used in the place of the real item)
- Individual reading guides (attached)

Procedure:

1. Explain to the class that they are going to be reading about the life of a young Argentinian boy. The cup that you have is something that belongs to him. Have the students anticipate what it is used for. Once it is identified as a cup, let them discuss what kind of beverage it might be used for. If they had this cup, what would they put in it?
2. If you have several copies of the book, you might distribute them to teams of students. Otherwise you may have to make copies of the text and distribute them.
3. Once the students have the text, have them find the picture of the *mate* cup and straw. Select a student to read it aloud. Then compare its actual use to the use that the class anticipated when it was first shown.
4. Have the students read the article. This they may do individually or in pairs.
5. Once they have read the article, they may complete the reading guide, filling in the column on the left for Carlitos.
6. Depending on the age and level of the class, you may want to read the information or portions of it as a class and then discuss it. If this option is chosen, they may want to revise the reading guide after the class reading and discussion.
7. Select student volunteers to share the correct answers on the board for Carlitos.

Closure:

Students complete the following to review Carlitos’ story:

- | | |
|----------------------------------|--------------------------|
| 1. Carlitos lives in..... | Carlitos vive en..... |
| 2. His father is a..... | Su papá es..... |
| 3. He drinksfor breakfast. | Bebe.....en el desayuno. |

Extension:

For homework, the students should fill in the right column with facts concerning their lives.

Nombre: _____

La Fecha: _____

Carlitos y yo

Read the article. Then complete the following information about Carlitos and about you.

Carlitos	I
Carlitos is _____ years old.	I am _____ years old.
His real name is	My real name is.....
He lives on a ranch in, Argentina.	I live in a in
There are people in his family: his parents, brothers and sister.	There are in my family:
Carlitos' father is a..... (job)	My father is a (job)
His mother works at (place)	My mother works at (place)
Carlitos calls his parents and	I call my parents and
Carlitos has as pets.	I have as pets
Carlitos goes to school by.....	I go to school by
In school, he likes to study	In school, I like to study.....
Carlitos' best friends are	My best friends are
The name of Carlitos' school is	The name of my school is
When he grows up, Carlitos wants to be a	When I grow up, I want to be a
He would like to travel to	I would like to travel to.....
His family drinks for breakfast.	My family drinks for breakfast.

Nombre: _____

La Fecha: _____

Carlitos y yo

Read the information about the Argentinian boy, Carlitos. Then complete the following sentences comparing Carlitos and his life to you and your life by conjugating the verbs in the columns and completing the missing information. The first verb has been conjugated for you.

los verbos	Carlitos	Yo
1. tener	Carlitos tiene 12 años.	Yo tengo..... años.
2. vivir	Carlitos _____ en	Yo _____ en
3. haber	En su familia, hay personas.	En mi familia, hay..... personas.
4. ser	Su padre _____ el patrón de la estancia.	Mi padre _____.....
5. trabajar	Su madre _____ en casa.	Mi madre _____
6. llamar	Él _____ su padre "....." y su madre "....."	Yo _____ mi padre "....." y mi madre "....."
7. tener <u>mascotas</u> (pets)	Él _____ dos perros.	Yo _____.....
8. gustar	A la escuela, le gusta estudiar.....	A la escuela _____ estudiar.....
9. ser	Sus amigos favoritos _____ y.....	Mis amigos favoritos _____ y
10. querer	Cuando será adulto, él _____ ser electricista.	Cuando seré adulto, yo _____ ser.....
11. gustar	Le gustaría viajar en Brasil.	Me _____ viajar en
12. beber	Para el desayuno, su familia _____ el mate.	Para el desayuno, yo _____.....
13. ser	Su comida favorita _____ las milanesas y el asado.	Mi comida favorita _____.....

Introduction to Argentina

Lesson Four – “Carlitos” (pp. 12 – 13) Day Two

Objective: At the end of this lesson, the students will be able to relate their lives to Carlitos’ and to compare and contrast some aspects of life in Argentina to life in the United States.

Materials:

- Children Just Like Me by Barnabas and Anabel Kindersley
- An artifact for the teacher’s childhood or from that of her child
- Student’s completed reading guide
- Interview Questions

Procedure:

1. Introduction – Teacher shows the *mate* cup and straw and has students recall what it is and what it is used for.
2. Then he/she may show an artifact from his/her childhood to elicit some discussion among the students as to its importance, use and what it would tell us about his/her interests.
3. Correction of homework. The class reviews the homework. Particularly in the case of the Spanish guide, teachers may want to review the correct spelling conjugation of the verbs.
4. Pair the students up for an interview. Some options to use:
 - Pairs interview each other and then write a paragraph reporting their findings. This allows for use of the first person, second person and third person verb conjugations.
 - Distribute cards paired by color, number and letter to each student. In a class of twenty, for example, the cards would include ten colors, the numbers from 1 to 10 and the letters from A to J. Each card would have a number on one side and a letter on the other. This would allow for three random pairings. In this case, the students could simply fill in the answers on an answer grid.

Closure:

When the interviews are completed, ask the students to review the answers. Who is the most like them? The most like Carlitos? What is the most popular school subject? Breakfast drink?

Extension:

- This lesson can be used to prepare students to write their first pen pal letter and that pen pal letter is the logical extension of the activity. In the absence of pen pals, this lesson can be used to prepare them to do a project on themselves and their interests or to create a photo essay like Carlitos’ on themselves.
- The class might want to create a survey with some of the same questions and do a poster showing a pie chart or graph of the student responses.

Mi nombre.....

Preguntas	Respuestas Estudiante 1	Respuestas Estudiante 2	Respuestas Estudiante 3
1. ¿Cuántos años tienes?			
2. ¿Dónde vives?			
3. ¿Cuántas personas hay en tu familia?			
4. ¿Dónde trabaja tu papá?			
5. ¿Dónde trabaja tu mamá?			
6. ¿Cuáles mascotas tienes?			
7. ¿Qué te gusta estudiar?			
8. ¿Quiénes son tus amigos favoritos?			
9. ¿Qué quieres ser cuándo serás adulto?			
10. ¿Dónde te gustaría viajar?			
11. En tu familia, ¿qué bebes para el desayuno?			
12. ¿Cuál es tu comida favorita?			

Pen Pal Letters

Factors to Consider in Establishing Pen Pal Relationships

The optimum set-up for a pen pal relationship between schools occurs when the two teachers have a good working relationship and the students are near the same age. A roadblock to establishing a pen pal relationship between a school in the United States and one in Argentina is the difference in the school calendar and the resources available to the respective schools. The school year begins in Argentina in March and concludes in December. Beginning students in the United States, for example, might be ready around the end of October to do the first pen pal letter, the second in January and the third in April. However, Argentinian students would be near the end of their school year in October, on vacation in January and just beginning school in April. So it is more problematic to set up an on-going correspondence between schools in the two countries. Possible solutions to the problem would be exchanging fewer letters, using higher level students or corresponding with schools that operate on the same school calendar as the United States.

A second roadblock is the availability of resources. The schools I visited in Argentina had few resources. Argentina is not as wealthy as the United States and computers may not be as readily available in the schools or homes of some students. The postal service is expensive and not consistently reliable. The postcards I sent arrived weeks after they were sent. Possible solutions to the lack of resources would be to work with a wealthier school such as a private school or an international school. Of course, in working with an international school, your students would in many cases not be actually corresponding with Argentinian students but perhaps international students living in the country.

The Pen Pal Letters

In order to maximize the learning opportunity provided by a pen pal relationship, the teacher must guide the students, instructing them not only in the protocol of writing a letter but also choosing themes that corresponds with their interests and their level of language. In the pen pal relationships that my students have had with other schools; I have had them write their pen pals in Spanish while the pen pals have responded in English. I have found it easiest and most useful to choose the same or topics similar to those in the textbooks. In this manner, the pen pal letter functions as a summative assessment of the unit. It is, however, much more engaging for the students than a project or exam generated by a textbook company because the format allows the student to have an on-going exchange of ideas with a Spanish-speaking peer.

With each letter, I also assign a visual attachment of some kind: a hand-drawn map of the student's neighborhood, a photograph of the items in his backpack and so on. The visual component of the letter allows the student to choose among three options, providing him or her with some control over content of his or her letter. Students who are not as strong in written language then have a second focus to their letter and one which may showcase other talents. A picture, as they saying goes, is worth a thousand words and often enhances the cultural exchange. The items in an Argentinian child's backpack may be different from those in an American's and the comparison can generate important observations. A centrally placed bulletin board is a good medium in the classroom to display copies of the visuals sent as well as those received.

Primera Carta ¿Quiénes somos?

Objective: At the end of this lesson, the student will be able to describe himself or herself according to basic preferences and personality traits.

Each pen pal letter is designed as a summative assessment of language structures routinely taught in introductory Spanish programs. I have aligned these letters with the Realidades textbook series because that is what is used in my district. If your program is different, you might want to modify the topics and vocabulary to correspond with what you teach.

Materials:

- Pen pal letter # 1 project sheet and rubric (attached)
- Pen pal letter #1 vocabulary (attached)
- (optional) Pen pal letter received from an overseas friend

Procedure:

1. If you have ever had a pen pal yourself, you might introduce the project by showing a letter that you received from your pen pal or perhaps a small gift he or she might have sent. Ask students to describe any pen pals they may have had. What were the benefits they might have gained from this exchange of correspondence?
2. Introduce the topic of the pen pal letter. At this point, much of this language should be familiar. Explain the ground rules. For example, will the letter be written entirely in Spanish? These ground rules can be worked out ahead of time with the cooperating teacher.
3. Composition of the letter. Some strategies:
 - Assign the letter for homework. The students bring in the first draft and edit it with a peer.
 - The class goes to the computer lab and students write their letters individually.
 - Many textbooks have pen pal letters as part of the textbook. You may have the students read the pen pal letters in the book and model their letter on the one they read in the book.
4. Teacher correction of the letter. I generally have the students write a first draft and work with a peer editor. Then I collect the letters. Some errors I correct and some I code so that the students can correct them themselves.
5. Students complete the final draft. I have the students give me the final draft along with earlier drafts and I base my grade on the level of grammatical accuracy and attention to the project requirements.
6. If the letters are going to be mailed, it is usually more effective to mail them together in the same manila envelope to the teacher at the school. In this way, every student receives a letter.
7. If you are using e-mail instead of the mail service, speak with the technology department at your school. You can have a general e-mail address set up to which all of the letters arrive.

Querido Amigo: Primera Carta

Mi nombre.....

In this letter, you will be introducing yourself to your pen pal by describing yourself and your interests. Be sure to describe yourself completely in Spanish including the following information:

- Name
- Age
- Birthday
- Where you're from
- A description of your personality traits
- Activities you like to do
- Something you don't like to do

Since a letter is an exchange of thoughts and feelings, you should make sure to ask your pen pal some questions about himself or herself, his or her interests and personality traits.

To begin the letter, you may: <ul style="list-style-type: none">• Say hello and ask how he/she is doing• Or if you want to begin, Dear	Querido = Dear (male friend) Querida = Dear (female friend)
Include all of the information above	
If you would like to include some information about your family	Hay..... personas en mi familia. Tengo..... hermanos y..... hermanas.
Make sure to let your pen pal know you are looking forward to receiving his or her letter Then say good-bye	Espero que me escribas pronto – I hope you write me soon. Da recuerdos a tu familia / a tus amigos – My regards to your family / to your friends ¡Hasta pronto! - See you soon! Un fuerte abrazo – Best wishes (informal) or I am sending you a big/warm hug Sinceramente – Sincerely
Sign your letter and include a picture of yourself.	

Mi Nombre:

Rubric—Querido Amigo: Primera Carta

1. In your letter, you should describe yourself, including your name, age, birthday, where you are from, a description of yourself, activities you like to do and something you don't like to do.
2. Your letter should follow the format of a letter:
 - Begin with a greeting.
 - Include all of the information above.
 - At least three questions should be asked to the pen pal.
 - Conclude by sending good wishes to the pen pal and let him or her know how much you are interested in receiving a response.
 - Say good-bye.
 - Sign your name.
3. Include a recent picture of yourself.

Format and Appearance of Letter	Written neatly in ink or typed	10 8 6 4 2 0
	Begins with a greeting	10 8 6 4 2 0
	Concludes politely	10 8 6 4 2 0
	Ends with a good-bye and signature	10 8 6 4 2 0
	Includes a recent picture	10 8 6 4 2 0
Information in letter	Includes name, age, birthday and hometown. Written correctly	10 8 6 4 2 0
All sentences should be: in logical order well written	Includes a description using correct grammar and vocabulary	10 8 6 4 2 0
with accurate spelling and punctuation	Includes accurate details about activities that you like	10 8 6 4 2 0
	Includes an activity that you don't like to do	10 8 6 4 2 0
	Includes 3 questions to your pen pal about his/her interests	10 8 6 4 2 0

Primera Carta ¿Quiénes somos? Vocabulario Útil

To greet people and say good-bye

Buenos días
Buenas tardes
Buenas noches
¿Cómo está usted?
¡Hola!
¿Qué tal?
Adiós
Hasta luego

To talk about activities

bailar
cantar
correr
dibujar
escribir cuentos
escuchar música
esquiar
hablar por teléfono
ir a la escuela
jugar videojuegos
leer revistas
montar en bicicleta
nadar
pasar tiempo con amigos
patinar
practicar deportes
tocar la guitarra
trabajar
usar la computadora
ver la tele

To talk about what someone likes or doesn't like

Le gusta
No le gusta

To ask someone's name and tell your name

¿Cómo te llamas?
(Yo) me llamo.....

To ask about age and give your age

¿Cuántos años tienes?
Tengo años.

To ask and say where someone is from

¿De dónde eres?
(Yo) soy de.....

To say what you like to do

(A mí) me gusta
(A mí) me gusta más
(A mí) me gusta mucho
A mí también.

To say what you don't like to do

(A mí) no me gusta
(A mí) no me gusta nada
A mí no tampoco.

To ask others what they like to do

¿Qué te gusta hacer?
¿Qué te gusta más?
¿Te gusta.....?
¿Y a ti?

Primera Carta ¿Quiénes somos? Vocabulario Útil (pagina 2)

To talk about what you and others are like

artístico (a)
atrevido (a)
bueno (a)
deportista
desordenado (a)
estudioso (a)
gracioso (a)
impaciente
inteligente
ordenado (a)
paciente
perezoso (a)
reservado (a)
serio (a)
simpático (a)
sociable
talentoso (a)
trabajador (a)

To ask people about themselves or others

¿Cómo eres?
¿Cómo es?
¿Cómo se llama?
¿Eres?

To describe someone

es
soy
no soy

Segunda Carta ¿Cómo es mi escuela? ¿Cómo es tu escuela?

Objective: At the end of this lesson, the student will be able to describe his school life, during and after school, and compare his/her school to that of his peer in Argentina.

Materials:

- Pen pal letter # 2 project sheet and rubric (attached)
- Pen pal letter #2 vocabulary (attached)
- Blank grid of student schedule

Procedure:

1. Since this is a culminating activity, the students should already be familiar with the vocabulary for class periods, course subjects, descriptive adjectives and so on. To warm up the students, you could:
 - Show illustrations representing different courses and have individual students describe when they have that class, who teaches it, common activities in the class, how they feel about it.
 - Refer to a sample student schedule in a textbook or projected on the screen and have students describe the schedule.
 - Have students complete sentence fragments such as:
 - a. No me gusta la clase de.....porque
 - b. Una clase interesante es.....
 - c. Después de la escuela, yo.....
2. Distribute a blank copy of a student schedule corresponding to the times and periods offered at your school. Have the students fill in their individual schedules, including any clubs or activities they participate in after school. This activity will provide them with the basic vocabulary they will need to write about the subjects they take and the activities they are involved in. At the bottom of the schedule, have them describe their favorite class. Why is it their favorite?
3. Introduce the topic of the letter. Draw their attention to the menu of choices for the visual component. If they want to do the classroom sketch, for example, they may want to do it of their favorite class. If they choose to draw their backpack, which school supplies would they include?
4. As you review the rubric with them, you may want to suggest where they can find the information on their school, number of teachers, students, etc. by giving them relevant web addresses, for example. Or if time allows and you have access to computers in the classroom, pairs of students could work together to find this information.
5. Finally, what information would they like to have from their pen pals? Have the class as a whole or in small groups generate some questions. This activity could also be used as a warm up on the day that you collect the first draft.
6. Composition of the letter. Some strategies:
 - Assign the letter for homework.
 - The class goes to the computer lab and students write their letters individually.
7. Peer Correction. After the students complete their drafts, divide them into pairs and have students use the rubric to correct each other's letter. Depending on your focus, you may have them:
 - Check to see that all of the components are included.

- Monitor grammatical accuracy. This role may be more appropriate for some students than others.
8. Teacher correction of the letter. I generally have the students write a first draft and work with a peer editor. Then I collect the letters. Some errors I correct and some I code so that the students can correct them themselves.
 9. Students complete the final draft. I have the students give me the final draft along with earlier drafts and I base my grade on the level of grammatical accuracy and attention to the project requirements.
 10. If the letters are going to be mailed, it is usually more effective to mail them together in the same manila envelope to the teacher at the school. In this way, every student receives a letter.
 11. If you are using e-mail instead of the mail service, speak with the technology department at your school. You can have a general e-mail address set up to which all of the letters arrive. If e-mail is the method of choice, the visual illustrations will have to be computer generated, scanned or in the case of the photo collage done in PowerPoint.

Querido Amigo: Segunda Carta

Mi nombre.....

The topic of this letter is school! In this letter you will be describing your classes, how you feel about them, and your favorite and least favorite activities at school. You should also describe your school: the number of students and teachers in the school, the ages and grade levels, the courses taught, the activities, sports and clubs available after school.

In order to give your pen pal a clear picture of the school, include one of the following with your letter:

- a sketch of one of your classes with a paragraph in Spanish explaining where the students' desks, teacher's desk, computers, etc. are located.
- a photo collage (5+ photos) of your day at school. Photos of the school bus, the lunchroom, you and your friends dressed for school, etc. might be very interesting to your pen pal. Be sure to label each photo in Spanish.
- a photo or good quality drawing of your backpack and a list of all of the items you need for each class or activity.

To begin the letter, you may <ul style="list-style-type: none">• Say hello and ask how he/she is doing• Or if you want to begin, Dear ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Querido = Dear (male friend) Querida = Dear (female friend)
Make sure to thank your pen pal for his or her letter and respond to his or her questions	
Describe your school day according to the specifications above Ask him or her at least three questions about his or her school	
Make sure to let your pen pal know you are looking forward to receiving his or her letter Then say good-bye	Espero que me escribas pronto – I hope you write me soon. Da recuerdos a tu familia / a tus amigos – My regards to your family / to your friends ¡Hasta pronto! – See you soon! Un fuerte abrazo – Best wishes (informal) or I am sending you a big/warm hug Sinceramente – Sincerely
Sign your letter and include either a sketch of one of your classes, the photo collage of your school day or a picture of your backpack and the list of school items	

Mi Nombre:

Rubric—Querido Amigo: Segunda Carta

This assignment includes two parts: the letter and the visual.

1. In your letter, you should describe your classes, describing your favorite and least favorite activities at school, the school itself, the number of students and teachers, the ages and grade levels of the students, the courses taught, the activities, clubs and sports available after school.
2. You should also include one of the following visuals:
 - a sketch of one of your classrooms which a paragraph in Spanish describing the location of the major items in classroom (e.g., desks, windows, door, computers).
 - a photo collage (5+ photos) of your day at school. Be sure to label each picture in Spanish.
 - a photo or good quality image of your backpack and a list in Spanish of all of the items you need for each class or activity.
3. Your letter should follow the format of a letter:
 - Begin by greeting your pen pal and thanking him or her for his or her letter. Make sure to answer any questions he or she asked in his or her letter.
 - Include all of the information above.
 - At least three questions should be asked to the pen pal.
 - Conclude by sending good wishes to the pen pal and let him or her know how much you are interested in receiving a response.
 - Say good-bye.
 - Sign your name.

Format and Appearance of Letter	Written neatly in ink or typed	10 8 6 4 2 0
	Begins with a greeting	10 8 6 4 2 0
	Responds to pen pal's questions	10 8 6 4 2 0
	Let pen pal know you are looking forward to his/her next letter	10 8 6 4 2 0
	Concludes with a good-bye and signature	10 8 6 4 2 0
Information in letter	Describes classes – when they meet and how you feel about them	10 8 6 4 2 0
All sentences should be: in logical order Well written	Describes your favorite activities at school	10 8 6 4 2 0
with accurate spelling and punctuation	Describes your least favorite activities at school	10 8 6 4 2 0
	Includes information about your school – the number of students/teacher, the grade levels and courses taught	10 8 6 4 2 0
	Includes information about the activities, clubs and sports available after school	10 8 6 4 2 0
Visual	Sketch or picture is clear	10 8 6 4 2 0
	Written description is accurate and in	10 8 6 4 2 0

	logical order	
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Segunda Carta ¿Cómo es la escuela? Vocabulario Útil

To talk about your school day

el almuerzo
la clase de....
arte
español
ciencias naturales
ciencias sociales
educación física
inglés
matemáticas
tecnología
el horario
la tarea

To talk about the order of things

en lahora
primero(a)
segundo(a)
tercero(a)
cuarto(a)
quinto(a)
sexto(a)
séptimo(a)
octavo(a)
noveno(a)
décimo(a)

To indicate location

al lado de la/del
allí
aquí
debajo de la/del
delante de la/del
detrás de la/del
¿Dónde?
en
encima de la/del

To talk about classroom furniture

el escritorio
la mesa
la silla

To describe your classes

aburrido (a)
difícil
divertido (a)
fácil
favorito (a)
interesante
más.....que
práctico (a)

To describe school activities

enseñar
estudiar
hablar

To talk about the things you need and have at school

la calculadora
la carpeta de argollas
el diccionario
necesitas
necesito
tienes
tengo

To talk about classroom items

la bandera
el cartel
la computadora
el disquete
la mochila
la pantalla
la papelería
el ratón
el reloj
el sacapuntas
el teclado

To talk about the parts of a classroom

la puerta
la sala de clases
la ventana

Tercera Carta ¿Qué comemos?

Objective: At the end of this lesson, the student will be able to describe his/her food preferences and daily diet as well as foods served on special occasions and to compare his diet with that of his Argentinian pen pal.

Materials:

- Rubric for the Tercera Carta (attached)
- Paired interview on daily diet (attached)
- Pictures of typical daily meals, holiday meals and culinary specialties of your region

Procedure:

1. Recall the vocabulary for the students by showing visuals of the meals served every day: *el desayuno, el almuerzo* and *la cena*.
 - For an oral warm-up, you might have different rows of students list, one after another, foods according to categories you provide: beverages served at breakfast, foods served at lunch, vegetables, meats, desserts, etc. You could ask students what time they have certain meals, how often they eat certain foods, which foods are their favorites.
 - A written warm-up might include sentence fragments to complete, pictures of meals to describe, or a sample lunch menu to translate.
 - To anticipate the visual component of the pen pal letter, you should provide a picture of a meal common to your area (such as barbecue and iced tea in North Carolina) and holiday or special occasion foods such as a birthday cake and ice cream, a turkey and stuffing.
2. Distribute the Mi Comida handout. Have the students complete the grid by listing what they eat every day in general and contrasting that with a special meal such as Christmas or a birthday.
3. When they have completed their half of the sheet, pair students up so that they can interview each other.
4. When the pairs have completed interviewing each other, compare the answers as a whole. What is the most popular lunch? What time do students have dinner in general? If you have a diverse population in your class, you may be able to compare cultural differences in terms of the type of food served in the home or the times meals are served. You may also be able to have students recall what they have already learned about cultural differences between the United States and the Hispanic world in terms of the amount of food served at breakfast for example.
5. Distribute the rubric. In your explanation, pay careful attention to the visual component. Make sure students know where they can find a list of the weekly menu for the school cafeteria. Explain that many dishes are known by a title that doesn't really translate directly. You may want to provide the students with some sample lunch dishes to translate either as classwork or homework to prove this point. How for example would they explain what a pig in a blanket is?
6. Finally, what information would they like to have from their pen pals? Have the class as a whole or in small groups generate some questions. This activity could also be used as a warm up on the day that you collect the first draft.
7. Composition of the letter. Some strategies:
 - Assign the letter for homework.
 - The class goes to the computer lab and students write their letters individually.
8. Peer Correction. After the students complete their drafts, divide them into pairs and have students use the rubric to correct each other's letter. Depending on your focus, you may have them:

- Check to see that all of the components are included.
 - Monitor grammatical accuracy. This role may be more appropriate for some students than others.
9. Teacher correction of the letter. I generally have the students write a first draft and work with a peer editor. Then I collect the letters. Some errors I correct and some I code so that the students can correct them themselves.
 10. Students complete the final draft. I have the students give me the final draft along with earlier drafts and I base my grade on the level of grammatical accuracy and attention to the project requirements.
 11. If the letters are going to be mailed, it is usually more effective to mail them together in the same manila envelope to the teacher at the school. In this way, every student receives a letter.
 12. If you are using e-mail instead of the mail service, speak with the technology department at your school. You can have a general e-mail address set up to which all of the letters arrive. If e-mail is the method of choice, the visual illustrations will have to be computer generated, scanned or in the case of the photo collage done in PowerPoint.

Mi Nombre:

Rubric—Querido Amigo: Tercera Carta



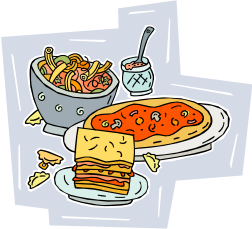
This assignment includes two parts: the letter and the visual.

1. In your letter, you should describe the meals you have every day, what you generally eat at these meals and at what time. Describe your favorite foods and how often you have them. Include a special food that you have on a special occasion like a holiday or your birthday. You should also describe a food that is typical of your state or region.
2. The visual that you will include with this letter should be one of the following:
 - a simple recipe of popular American dish. Include the steps and a picture.
 - a week's menus from your school cafeteria. Translate the list into Spanish and include a picture of one day's meal on a lunch tray.
 - a photo of your favorite meal and a description in Spanish.
3. Your letter should follow the format of a letter:
 - Begin by greeting your pen pal and thanking him or her for his or her letter. Make sure to answer any questions he or she asked in his or her letter.
 - Include all of the information above.
 - At least three questions should be asked to the pen pal.
 - Conclude by sending good wishes to the pen pal and let him or her know how much you are interested in receiving a response.
 - Say good-bye.
 - Sign your name.

Format and Appearance of Letter	Written neatly in ink or typed	10	8	6	4	2	0
	Begins with a greeting	10	8	6	4	2	0
	Responds to pen pal's questions	10	8	6	4	2	0
	Let pen pal know you are looking forward to his/her next letter	10	8	6	4	2	0
	Concludes with a good-bye and signature	10	8	6	4	2	0
Information in letter	Describes the meals you eat every day including what you generally have for each meal and the times at which you eat	10	8	6	4	2	0
All sentences should be: in logical order well written	Describes your favorite foods, how often you eat them	10	8	6	4	2	0
with accurate spelling and punctuation	Describes what you eat on a special occasion or for a holiday meal	10	8	6	4	2	0
	Describes food that is typical for your state or region	10	8	6	4	2	0
	Asks at least three questions about pen pal's favorite foods	10	8	6	4	2	0
Visual	Picture is clear	10	8	6	4	2	0
	Written description is accurate and in logical order. The written description	10	8	6	4	2	0

should be the work of the student and not done by an online translator.

Mi Comida

Las Comidas	Yo	Mi compañero/a
En el desayuno.... 	¿Qué como?	¿Qué comes?
	¿Qué bebo?	¿Qué bebes?
En el almuerzo 	¿Qué como?	¿Qué comes?
	¿Qué bebo?	¿Qué bebes?
En la cena 	¿Qué como?	¿Qué comes?
	¿Qué bebo?	¿Qué bebes?
Para las fiestas	¿Qué como y bebo?	¿Qué comes y bebes?

Tercera Carta ¿Qué comemos? Vocabulario Útil (pagina uno)

To talk about breakfast

en el desayuno
el cereal
el desayuno
los huevos
el pan
el pan tostado
el plátano
la salchicha
el tocino
el yogur

To talk about lunch

en el almuerzo
la ensalada
la ensalada de frutas
las fresas
la galleta
la hamburguesa
el jamón
la manzana
las papas fritas
el perrito caliente
la pizza
el queso
el sándwich de jamón y queso
la sopa de verduras

To talk about beverages

el agua (f)
las bebidas
el café
el jugo de manzana
el jugo de naranja
la leche
la limonada
el refresco
el té
el té helado

To talk about dinner

la cena
el bistec
la carne
el pescado
el pollo
las zanahorias
la cebolla
los guisantes
las judías verdes
la lechuga
las papas
los tomates
las uvas
el arroz
los cereales
los espaguetis
las grasas
la mantequilla
el helado
los pasteles

To talk about being hungry and thirsty

Tengo hambre
Tienes hambre
Tengo sed
Tienes sed

To describe food preferences

horrible
malo(a)
sabroso(a)

To indicate a preference

Prefiero
Prefieres

Tercera Carta ¿Qué comemos? Vocabulario Útil (pagina dos)

To talk about eating and drinking

beber
comer
la comida
compartir

To indicate how often

nunca
siempre
todos los días
cada día

To say that you like / love something

Me / te encanta(n)
Me / te gusta(n)

Cuarta Carta ¿Adónde vamos?

Objective: At the end of this lesson, the student will be able to describe his/her life outside of school, what he or she does, with whom and how frequently. He/She will also be able to describe one interest in detail.

Materials:

- Rubric for the Cuarta Carta (attached)
- Weekly Schedule handout (attached)
- PowerPoint of places in your community

Procedure:

1. As the students enter the classroom, project a slide show of various places in town, preferably the town in which you live in. The places shown should correspond to the target vocabulary.
 - For an oral warm-up, different students might be called upon to narrate the slideshow with one building on or adding to another's sentence.
S1 – Me gusta ir a la piscina
S2 – Me gusta ir a la piscina para nadar
S3 – Me gusta ir a la piscina para nadar durante el invierno
 - An alternate warm-up is an oral type of dominoes. The teacher distributes a slip of paper to each student. The paper has a small rectangle with a two different terms: a place and the other an unrelated activity. The students study their papers then they all stand up. The designated starter reads his/her slip. In the case of the activity-place match-up, the introductory clue might be "ver una película". The student who has "al cine" must answer "al cine" as quickly as possible and then read the second clue on his paper, perhaps "estudiar". The student holding the slip with "a la biblioteca" then responds and reads the next clue. As the students identify and read their clues, they sit down. To encourage as rapid a response as possible, the teacher should set a timer.
This example from the Sunderland Language Schools shows a variation on this content with the students matching the name of the place to a picture of the place. It is also enabled for editing so that teachers can change the vocabulary according to the needs of their program: <http://www.sunderlandschools.org/mfl-sunderland/resources/Spanish/spstpl24.doc>
 - For a written warm-up, students might label a map.
2. Depending on the availability of technology, the teacher might share with the class where she goes after school and how often, using the template of the Spanish calendar on an overhead or LCD projector and checking the students' comprehension by asking them about particular days and having them recall her schedule.
3. Distribute the La Semana handout. Recall for students that the calendar in Spanish actually starts on Monday, not Sunday. Review as necessary the format for dates. Have students then complete the calendar with their schedule.
4. When students have finished, ask individual students about their weekly activities, making sure to generalize or summarize with expressions such as *a veces*, *generalmente*, *los fines de semana*. Students should be encouraged to add the detail to their agenda that the letter requires: with whom do they go to the movies, how often do they swim. An extension of this activity would be to have them write 6–8 sentences about their weekly schedule for homework.

5. Distribute the rubric. In your explanation, pay careful attention to the visual component. As a class, brainstorm the well-known or popular places in your community or state. You may want to provide clues in Spanish to prompt the students for the names of regional places they could include. For example
 - *El equipo de la Universidad juega al básquetbol a.....*
 - *Hay muchas esculturas de Rodin a.....*
 - *Podemos nadar a lasde Outer Banks*
6. The rubric also requires that they discuss one interest in detail. You may wish to give examples either from your own interests (for example, a book or an author that is your favorite if reading is your interest, a position you played or a particular athlete or team that is your favorite in sports, a composer or piece of music that you enjoy playing and so on).
7. Finally, what information would they like to have from their pen pals? Have the class as a whole or in small groups generate some questions. This activity could also be used as a warm up on the day that you collect the first draft.
8. Composition of the letter. Some strategies:
 - Assign the letter for homework.
 - The class goes to the computer lab and students write their letters individually.
9. Peer Correction. After the students complete their drafts, divide them into pairs and have students use the rubric to correct each other's letter. Depending on your focus, you may have them
 - Check to see that all of the components are included.
 - Monitor grammatical accuracy. This role may be more appropriate for some students than others.
10. Teacher correction of the letter. I generally have the students write a first draft and work with a peer editor. Then I collect the letters. Some errors I correct and some I code so that the students can correct them themselves.
11. Students complete the final draft. I have the students give me the final draft along with earlier drafts and I base my grade on the level of grammatical accuracy and attention to the project requirements.
12. If the letters are going to be mailed, it is usually more effective to mail them together in the same manila envelope to the teacher at the school. In this way, every student receives a letter.
13. If you are using e-mail instead of the mail service, speak with the technology department at your school. You can have a general e-mail address set up to which all of the letters arrive. If e-mail is the method of choice, the visual illustrations will have to be computer generated, scanned or in the case of the photo collage done in PowerPoint.

Mi Nombre:

Rubric—Querido Amigo: Cuarta Carta

This assignment includes two parts: the letter and the visual.

1. In your letter, you should describe what you do after school and on the weekends, where you go and with whom. Describe at least three favorite activities and how often you do these activities. Give an example of something in particular you enjoy in these activities. For example if you like to read, what is your favorite book or who is your favorite author and why. If you play a musical instrument, what is a song, composer or type of music you enjoy playing. You should also mention a place in your town or region that people like to go, why they like to go there and what they do there.
2. The visual that you include with this letter should be one of the following:
 - A well-drawn map of your community with the places that you frequently go.
 - A collage of five pictures of the places that you, your friends and your family go with captions in Spanish.
 - You may also choose one place in your community or region that is well-known and describe why people go there and what they do there. You should include at least one picture of this place and a paragraph of five Spanish sentences describing it.
3. Your letter should follow the format of a letter:
 - Greet your pen pal at the beginning. Ask how he/she is doing. Make sure to answer any questions he or she asked in his or her last letter.
 - Include all of the information listed in above.
 - Ask your pen pal at least three questions about where he or she goes outside of school, his or her favorite activities.
 - Conclude by sending good wishes, saying good-bye and signing your name.

Format and Appearance of Letter	Written neatly in ink or typed	10	8	6	4	2	0
	Begins with a greeting, asks about pen pal	10	8	6	4	2	0
	Responds to pen pal's questions	10	8	6	4	2	0
	Concludes by sending good wishes	10	8	6	4	2	0
	Says good-bye and has a signature	10	8	6	4	2	0
Information in letter All sentences should be: <ul style="list-style-type: none"> • in logical order • well written • with accurate spelling • and punctuation 	Describes at least three favorite activities and the frequency or the days on which these activities are done	10	8	6	4	2	0
	Describes with whom these activities are done and where they are done	10	8	6	4	2	0
	Describes one activity in detail by giving examples of something in particular liked about that activity	10	8	6	4	2	0
	Describes one place in the community popular with many and states why	10	8	6	4	2	0
	Asks at least three questions about pen pal's favorite activities and places in his/her town	10	8	6	4	2	0
Visual	Picture is clear	10	8	6	4	2	0
	Written description is accurate and in logical order. The written description should be the work of the student and not done by an online translator.	10	8	6	4	2	0

La Semana de.....al..... de.....

Lunes elde.....	
Martes el.....de.....	
Miércoles el.....de.....	
Jueves el.....de.....	
Viernes el.....de.....	
Sábado el.....de.....	
Domingo el.....de.....	

Pen Pal Cuarta Carta ¿Adónde vamos? Vocabulario Útil

To talk about leisure activities

el baile
el concierto
la fiesta
ir de camping
ir de compras
ir de pesca
jugar al básquetbol
jugar al béisbol
jugar al fútbol
jugar al fútbol americano
jugar al golf
jugar al tenis
jugar al vóleibol
ver una película
el partido
(yo) sé
(tú) sabes

To ask and tell where you go

a
a la, al (a + el)
¿Adónde?

To ask and tell with whom you go

con mis/tus amigos
¿con quién?
solo/ sola

To talk about when things are done

¿Cuándo?
después
los fines de semana
los lunes
tiempo libre

To talk about places

la biblioteca
el café
el campo
la casa / en casa
el centro comercial
el cine
el gimnasio
la iglesia
la mezquita
las montañas
el parque
la piscina
la playa
el restaurante
la sinagoga
el templo
el trabajo

To tell what time something happens

¿a qué hora?
a la una
a las ocho
de la mañana
de la noche
de la tarde
esta noche
esta tarde
este fin de semana