

## 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 Communication Objective.

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 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. The Partner Time activities and the Portfolio Activities can be used as formative assessments. You can read more about this in the Assessment section of the introduction in the curriculum book. The Home Report 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.

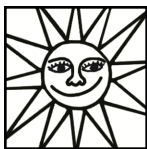
The Student Assessment pages are designed to be used as a summative assessment for each thematic unit. They contain the Communication Objective for each lesson, along with "I can" statements and a check box for each Language Outcome in the lesson. These can be filled out either by you, by your students, 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 that you save all the work that you do 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.



# Sonrisas Spanish Student Assessment

## Unit 4—My Family and Friends

Essential Question: Who am I, who are my family and friends, and what do we do together?

Date \_\_\_\_\_

Student \_\_\_\_\_

### Lesson 13: Yo soy

**Communication Objective: Student uses the verb *ser* to identify himself or herself and others.**

**I can:**

- ☐ Comprehend and use the phrase, “Yo soy \_\_\_\_\_” to describe what I am in the game of charades.
- ☐ Comprehend and use the phrase, “¿Eres tú \_\_\_\_\_?” to make guesses about what someone else is.
- ☐ Comprehend and use the phrase, “Claro que sí” in the appropriate context.

### Lesson 14: Mi amigo/a es ...

**Communication Objective: Student makes adjectives agree in gender with the nouns they describe.**

**I can:**

- ☐ End adjectives with an *a* when describing female friends and end adjectives with an *o* when describing male friends.
- ☐ Use the phrase “Mi amigo es...” to refer to male friends and the phrase “Mi amiga es...” to refer to female friends.

### Lesson 15: Me gusta quien soy

**Communication Objective: Student uses descriptive adjectives and the verb *ser* to describe himself or herself.**

**I can:**

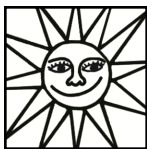
- ☐ Comprehend the question, “¿Quién soy yo?”
- ☐ Answer the question using the phrase, “Yo soy \_\_\_\_\_.”
- ☐ Identify and use descriptive adjectives to complete the phrase, “Yo soy \_\_\_\_\_.”

### Lesson 16: Describe la familia

**Communication Objective: Student uses descriptive adjectives and the verb *ser* to describe the members of his or her family.**

**I can:**

- ☐ Comprehend the question, “¿Cómo es (tu papá, tu mamá, tu hermana, etc.)?”
- ☐ Answer the question using adjectives in the phrase, “Mi \_\_\_\_\_ es ...”



# Sonrisas Spanish Student Assessment

## Unit 4—My Family and Friends (continued)

Essential Question: Who am I, who are my family and friends, and what do we do together?

Date \_\_\_\_\_

Student \_\_\_\_\_

### Lesson 17: ¿Qué te gusta hacer con tus amigos?

**Communication Objective:** Student provides information about what he or she likes to do with his or her friends using the verb *gustar*, verb infinitives, and the prepositional phrase *con* \_\_\_\_.

I can:

- ☐ Comprehend the question, “¿Qué te gusta hacer con tus amigos?”
- ☐ Answer the question using verb infinitives with the phrase, “Me gusta \_\_\_\_ con mis amigos.”

### Lesson 18: Feliz cumpleaños

**Communication Objective:** Student learns about birthday traditions in Spanish-speaking countries. Student learns interrogative words and provides information about the traditions surrounding his or her own birthday celebrations.

I can comprehend and answer the questions:

- ☐ ¿Cuántos años tienes?
- ☐ ¿Cuándo es tu cumpleaños?
- ☐ ¿Qué comes en tu cumpleaños?
- ☐ ¿Con quién celebras tu cumpleaños?

# Partner Time #15

Name \_\_\_\_\_

Sonrisas Level II Student Portfolio, Lesson 15: *Me gusta quien soy*

## Instrucciones

Vas a jugar un juego de las adivinanzas. Mira los dibujos que tu maestro/a ha puesto en la pizarra. Toma turnos leyendo las descripciones de las personas en los dibujos. Después intenta adivinar de quién habla la descripción. Haz tu suposición diciendo, "Yo soy \_\_\_\_."

You are going to play a guessing game with your partner. Look at the pictures your teacher has put up on the board. Take turns reading the descriptions of the people in the pictures. Then try to guess who the description is describing. Make your guess by saying, "Yo soy \_\_\_\_."

- Yo soy afroamericano. Soy alto. Soy delgado. Soy político. ¿Quién soy?
- Yo soy latina. Soy morena. Soy guapa. Soy música. ¿Quién soy?
- Yo soy mexicano-americano. Soy gracioso. Soy cómico. ¿Quién soy?
- Yo soy argentino. Soy fuerte. Soy jugador de fútbol. ¿Quién soy?

# Portfolio Activity #15

Name \_\_\_\_\_

Sonrisas Level II Student Portfolio, Lesson 15: *Me gusta quien soy*

## Instrucciones

Usa el vocabulario de abajo para responder la pregunta con una oración completa siguiendo el modelo.

Use the vocabulary below to write five complete sentences that describe yourself following the example.

## Vocabulario

estadounidense	U.S. citizen	bajo/a	short
mexicano/a	Mexican	guapo/a	handsome/pretty
afroamericano/a	African-American	inteligente	smart
niño/a	boy/girl	gracioso/a	funny
estudiante	student	atlético/a	athletic
rubio/a	blonde	moreno/a	brunette

## Modelo

Yo soy inteligente.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

# Home Report: Me gusta quien soy.

Date \_\_\_\_\_

Student \_\_\_\_\_

## Lesson Overview

15

### Communication Objective

Students use descriptive adjectives and the verb *ser* to describe themselves.

### Language Outcomes

- Students comprehend the question, “¿Quién soy yo?”
- Students answer the question using the phrase, “Yo soy \_\_\_\_.”
- Students identify and use descriptive adjectives to complete the phrase, “Yo soy \_\_\_\_.”

## Circle Time



### Vocabulary and Phrases

¿Quién soy yo?	Who am I?
Yo soy ____.	I am ____.
estadounidense	U.S. citizen
mexicano/a	Mexican
afroamericano/a	African-American
niño/a	boy/girl
estudiante	student
rubio/a	blonde
moreno/a	brunette
alto/a	tall
bajo/a	short
guapo/a	handsome/pretty
inteligente	smart
gracioso/a	funny
atlético/a	athletic
Me gusta quien soy.	I like who I am.

### Songs and Poems (Track #)

#### Sonrisas CD

Me llamo, me llamo (3)  
Un elefante (7)  
Mamá y papá (13)  
Debajo de un botón (17)  
Qué chungo (20)  
Me volteo (23)

#### Canciones Culturales CD

Los deditos (5)  
El huevo (6)  
De colores (8)  
El juego de cumpleaños (9)  
La panaderita (11)  
La granja (14)  
Sana, sana (16)

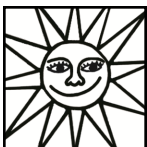
## Story Time



### Book Suggestions

*Algunas veces*, by Keith Baker  
*De la cabeza a los pies*, by Eric Carle

## Home Enrichment



This lesson emphasized a celebration of each student’s physical, personal, and cultural qualities. Share any cultural heritage that makes your family special. Celebrate diversity, differences, and customs that define who you are as a family. This can include foods that you prepare, languages you speak, rituals you practice, and cultures (it can certainly be more than one) with which your family identifies.

# Partner Time #16

Name \_\_\_\_\_

Sonrisas Level II Student Portfolio, Lesson 16: *Describe la familia*

## Instrucciones—Parte 1

Mira los párrafos que tu maestro/a ha puesto en la pizarra. Después de leer cada uno de ellos, haz a tu compañero/a una de las preguntas de abajo. Cuando tu compañero/a haya descrito una de las familias, escribe su respuesta. Después, es tu turno: tu compañero/a tiene que hacerte la otra pregunta para que tú describas la otra familia.

Look at the paragraphs your teacher has put on the board. After you have read each paragraph, ask your partner one of the questions below. After your partner has described one of the families, write his or her response. Then, it's your turn: Have your partner ask you the other question, then you describe the other family and write your response.

### 1. ¿Cómo es la familia de Julieta?

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

### 2. ¿Cómo es la familia de Santiago?

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

## Instrucciones—Parte 2

Haz a tu compañero/a la pregunta de abajo y pídele que describa a uno o dos miembros de su familia. Escribe la respuesta de tu compañero/a en el espacio. Después presenta la respuesta de tu compañero/a a la clase.

Ask your partner the question below and have him or her describe one or two members of his or her family. Write your partner's response in the spaces. Then present your partner's answer to the class.

### ¿Cómo es tu familia?

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

# Portfolio Activity #16

Name \_\_\_\_\_

Sonrisas Level II Student Portfolio, Lesson 16: *Describe la familia*

## Instrucciones

Usa el vocabulario de abajo para describir a dos miembros de tu familia. Puedes usar otros adjetivos que no estén en la lista.

Use the vocabulary below to describe two members of your family following the model. Feel free to use other adjectives that are not listed.

## Vocabulario

papá	simpatico/a
mamá	guapo/a
hermano/a	alto/a
abuelo/a	flaco/a
tío/a	fuerte
primo/a	rubio/a
viejo/a	moreno/a
joven	cariñoso/a

## Modelo

Mi hermana es inteligente.

¿Cómo es tu familia?

1. \_\_\_\_\_

2. \_\_\_\_\_



# Home Report: Describe la familia

Date \_\_\_\_\_

Student \_\_\_\_\_

## Lesson Overview

16

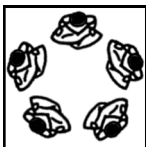
### Communication Objective

Students use descriptive adjectives and the verb *ser* to describe the members of their family.

### Language Outcomes

- Students comprehend the question, “¿Cómo es (tu familia, tu papá, tu mamá, tu hermana, etc.)?”
- Students answer the question using adjectives in the phrase, “Mi \_\_\_\_ es ...”

## Circle Time



### Vocabulary and Phrases

¿Cómo es tu ____?	What is your ____ like?
Mi ____ es ...	My ____ is ...
mamá	mom
papá	dad
hermano/a	brother/sister
abuela/o	grandma/grandpa
tía/o	aunt/uncle
prima/o	cousin
bonita/o	pretty, handsome
cariñosa/o	caring, loving
simpático/a	nice
alta/o	tall
flaca/o	skinny
fuerte	strong
rubia/o	blonde
morena/o	brunette
joven, vieja/o	young, old

### Songs and Poems (Track #)

#### Sonrisas CD

Cada vez que nos juntamos (1)  
Me llamo, me llamo (3)  
Te quiero (12)  
Mamá y papá (13)  
Qué chunga (20)  
Me volteo (23)

#### Canciones Culturales CD

Tortillitas (4)  
Los deditos (5)  
La panaderita (11)  
La granja (14)  
Sana, sana (16)

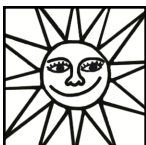
## Story Time



### Book Suggestions

*La familia ocupada de Oso*, by Stella Blackstone  
*Quiero a mi mamá porque ...*, by Laurel Porter-Gaylord  
*Quiero a mi papá porque ...*, by Laurel Porter-Gaylord  
*Mi familia y yo*, by Gladys Rosa-Mendoza  
*¡A comer!*, by Ana Zamorano  
*¿Qué semana, Luchito!*, by Ina Cumpiano

## Home Enrichment



Have your child describe the different members of your family using the Spanish vocabulary from the lesson.