

SONRISAS SPANISH

Student Portfolio

LEVEL III

Name _____

Sonrisas Spanish

A Preschool and Elementary Spanish Curriculum

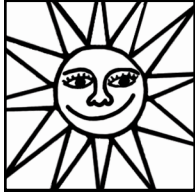
Level III Student Portfolio

Copyright © 2021 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 Student Portfolio

For the Teacher

The Level III Student Portfolio is an integral part of the Sonrisas Level III 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 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 Student Portfolio! You will use this portfolio to do all the Partner Time and Grammar Exercises in Sonrisas Level III. 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.

Ser and Estar

SER AND ESTAR

1. In English there is only one verb *to be*. In Spanish there are two verbs than mean *to be*: **ser** and **estar**.
2. **Ser** and **estar** are not regular verbs, which means they do not follow the same patterns for conjugation as regular verbs. Even though **estar** ends in **-ar**, it is not conjugated like regular **-ar** verbs. In addition, all forms of **estar**, except the *yo* and *nosotros/as* forms, have an accent on the **á**. **Ser** and **estar** are conjugated as follows:

ser = to be

yo soy = I am

tú eres = you (familiar) are

él/ella es = he, she is

usted es = you (formal) are

nosotros/as somos = we are

vosotros/as sois = you (plural) are

ellos/ellas son = they are

ustedes son = you (plural) are

estar = to be

yo estoy = I am

tú estás = you (familiar) are

él/ella está = he, she is

usted está = you (formal) are

nosotros/as estamos = we are

vosotros/as estáis = you (plural) are

ellos/ellas están = they are

ustedes están = you (plural) are

Uses of ser and estar

Although **ser** and **estar** mean the same thing, they are used for different purposes. Below are some of the uses of **ser** and **estar**.

Use ser to:

1. Identify people and things.
Hola, soy Bruno. = Hi, I'm Bruno.
Briana es mi amiga. = Briana is my friend.
¿Qué son? Son mis poemas. = What are they? They are my poems.
2. Talk about someone's occupation.
Mi mamá es doctora. = My mom is a doctor.
Soy estudiante. = I am a student.
3. Talk about where someone is from.
¿De dónde eres? = Where are you from?
Yo soy de México. = I'm from Mexico.
4. Indicate possession.
¿De quién es el cuaderno? = Whose notebook is it?
Es de Jack. = It's Jack's.
Las botas son de Haley. = The boots are Haley's.
5. Tell time.
Son las dos. = It's two o'clock.

Ser and Estar

Use **estar** to:

1. Talk about the location of a person or object.
*¿Dónde **está** Max. = Where's Max?*
***Está** en la cafetería. = He's in the cafeteria.*
*Las llaves **están** en la mesa. = The keys are on the table.*
2. Talk about someone's health or well-being.
*¿Cómo **estás**, Javier? = How are you, Javier?*
***Estoy** muy bien, gracias. = I'm very well, thank you.*
*Marci y Carla **están** enfermas hoy. = Marci and Carla are sick today.*
3. Talk about the location of a person or object with prepositions.
*El lápiz **está** abajo del escritorio. = The pencil is underneath the desk.*
*Los baños **están** a la derecha de la oficina. = The bathrooms are to the right of the office.*
***Estamos** enfrente de la escuela. = We're in front of the school.*

Grammar Exercise #3

Name _____

Sonrisas Level III Student Portfolio, Unit 3: *El coquí y Puerto Rico*

Instrucciones

Revisa la información de la página 16 y completa los ejercicios siguientes.

Review the information on page 16, then complete the following exercises.

Complete each sentence with the correct form of *ser* or *estar*.

1. Ella _____ de Puerto Rico.
2. Mi hermana _____ enferma hoy.
3. Los gatos _____ de Mike.
4. Los libros _____ adentro de mi escritorio.
5. Ella _____ maestra de matemáticas.
6. Nosotros _____ estudiantes.
7. Mis padres _____ cansados.
8. ¿Qué hora _____?
9. Juan y Lisa _____ en la cafetería.

Write two original sentences using different forms of *ser* and two original sentences using different forms of *estar*.

SER

1.

2.

ESTAR

1.

2.

CS3

Getting Meaning from Context

When you read Spanish or have a conversation in Spanish, you most likely won't understand every word you read or hear. When you come across words or phrases that you don't know, you can use the context of the reading or conversation to help you guess the meaning of the unknown words and phrases. The context is the subject of the reading or conversation along with the words and phrases that surround the ones you don't know. The context gives you clues that help you understand the words you don't recognize.

Read the following paragraph about baseball in Puerto Rico. Then, using the context of the reading, try to guess the meaning of the words listed below.

El béisbol en Puerto Rico

La Liga de Béisbol Profesional Roberto Clemente es la liga de béisbol profesional de Puerto Rico desde 1938. Está compuesta por seis equipos locales que disputan anualmente un campeonato eliminatorio, una semifinal donde participan los cuatro mejores equipos y una Serie Final entre los dos mejores equipos de la temporada.

Guess from the context or cognate:

la liga

desde

equipos

Serie Final

mejores

El coquí y Puerto Rico

Vocabulario*puertorriqueños* = Puerto Ricans*cuentos populares* = folktales*cada noche* = every night*empieza* = begins*canción* = song*sueno como* = sounds likeGuess from the context or cognate*símbolo* =*escriben* =*canciones* =*la puesta del sol* =*mascota* =*isla* =

El coquí es un símbolo muy importante en la cultura de Puerto Rico. Los puertorriqueños escriben poemas, canciones y cuentos populares sobre el coquí. Cada noche, con la puesta del sol, el coquí empieza a cantar. Su canción es muy linda y suena como “¡Coquí, coquí!” El coquí es la mascota de la isla de Puerto Rico.

El coquí

Pequeña ranita,
con una canción fuerte.

Es de noche,
estoy en mi cama,
y escucho bien.

El coquí canta.

Canta fuerte.

Canta para mí.

Partner Time #3

Name _____

Sonrisas Level III Student Portfolio, Unit 3: *El coquí y Puerto Rico*

Instrucciones

Primero, lee y traduce Lectura 3 (página 20) con tu maestro/a. Después de leer, intenta suponer el significado de las palabras en la derecha a partir del contexto o del cognado. Después, lee el poema “El coquí”. Luego vas a escribir tu propio poema sobre el coquí. Usa el vocabulario como sugerencia. Intenta usar formas de los verbos *ser* y *estar* en tu poema. Cuando termines, léele tu poema a tu compañero/a.

First, read and translate Lectura 3 (page 20) with your teacher. After you do the reading, try to guess the meaning of the words in the right-hand column from the context or from their cognate. Next, read the poem “El coquí.” Then you are going to write your own poem about the coquí. Use the vocabulary words below as suggestions. Try to use forms of the verbs *ser* and *estar* in your poem. When you are finished, read your poem to your partner.

Vocabulario

escuchar = to listen

cantar = to sing

saltar = to leap/jump

hablar = to speak

mirar = to watch

la noche = night

la canción = song

la rana = frog

linda/bonita = pretty/beautiful

fuerte = strong/loud

el coquí = the coqui frog

ser/estar = to be

Home Report and Assessment: El coquí y Puerto Rico

Date _____

Student _____

Unit Overview

3

Learning Target

Students use the language and grammar concepts to write a poem about the *coquí* frog in Puerto Rico.

Performance Targets

- Students comprehend affirmative commands, prepositions, and object pronouns in order to carry out physical actions.
- Students use different forms of the verbs *ser* and *estar* in order to write a poem about the *coquí* frog in Puerto Rico.

Student Assessment



I can:

- Comprehend affirmative commands such as *toma*, *mira*, and *levanta*.
- Comprehend prepositions such as *a la derecha*, *detrás*, and *adentro*.
- Comprehend object pronouns when they are used with an affirmative command such as *Dámelo* or *Ponlo*.
- Use the different forms of *ser* and *estar* correctly.
- Use context to discover the meaning of unknown vocabulary.

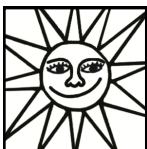
Grammar Concepts and Communication Strategy



Affirmative commands
Object pronouns
Ser and *estar*

Getting meaning from context

Home Enrichment



Have your child explain to you some of the differences between *ser* and *estar* and then conjugate both verbs for you. Have your child read the poem that he or she wrote in this lesson to you. Have your child read the story from this lesson to you.