Sonrisas Spanish
A Preschool and Elementary Spanish Curriculum
Level III Student Portfolio

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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

1. In English there is only one verb *to be*. In Spanish there are two verbs that 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
   
   **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 *somos* = we are
   *vosotros/as* *sois* = you (plural) are
   *ellos/ellas* *son* = they are
   *ustedes* *son* = 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.
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
Sonrisas Level III Student Portfolio, Unit 3: El coquí y Puerto Rico

Name ______________

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.
7. Mis padres ____________________ cansados.
8. ¿Qué hora ____________________?

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

**SER**

1.

2.

**ESTAR**

1.

2.
Communication Strategy

**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
Vocabulario

| puertorriqueños = Puerto Ricans          | símbolo =  |
| cuentos populares = folktales          | escriben = |
| cada noche = every night               | canciones =|
| empieza = begins                       | la puesta del sol = |
| canción = song                          | mascota =  |
| suena como = sounds like               | 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.
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

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

<table>
<thead>
<tr>
<th>Affirmative commands</th>
<th>Getting meaning from context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object pronouns</td>
<td></td>
</tr>
<tr>
<td>Ser and estar</td>
<td></td>
</tr>
</tbody>
</table>

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.