Introduction to the Level I Student Portfolio

For the Teacher

The Level I Student Portfolio is an integral part of the Sonrisas Level I 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 I 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 three different types of pages: Student Assessment pages, Portfolio Activity pages, and Home Report pages, each of which corresponds to a lesson in the curriculum. 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 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 summative assessments for the lessons in Level I. 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 I Student Portfolio! You will use this portfolio to do all the Portfolio Activities in Sonrisas Level I. 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
Lessons 1–5

Date ___________________  Student ______________________________

Lesson 1: Me llamo  
Communication Objective: Student tells what his or her name is.
I can:
☐ Comprehend the question, “¿Cómo te llamas tú?”
☐ Answer the question using the phrase, “Me llamo ____.”

Lesson 2: Hola, adiós, ¿Cómo estás?  
Communication Objective: Student exchanges greetings and expresses how he or she is feeling.
I can:
☐ Comprehend and appropriately use hola and adiós.
☐ Comprehend the question, “¿Cómo estás?”
☐ Answer the question using a word or phrase that expresses how I am feeling.

Lesson 3: ¿De qué color es?  
Communication Objective: Student identifies colors and provides information about colors around him or her.
I can:
☐ Comprehend the question, “¿De qué color es?”
☐ Answer the question and identify colors in Spanish.

Lesson 4: ¿Cuántos hay?  
Communication Objective: Student counts to ten and provides information about how many there are of a given number of objects.
I can:
☐ Identify the numbers 1–10 in Spanish.
☐ Comprehend the question, “¿Cuántos hay?”
☐ Answer the question using the phrase, “Hay ____.”

Lesson 5: Las formas  
Communication Objective: Student identifies and provides information about the number of sides of each shape.
I can:
☐ Identify common shapes in Spanish.
☐ Comprehend the question, “¿Cuántos lados tiene el ____?”
☐ Answer the question using the phrase, “Tiene _____ lados.”
Instrucciones
Escribe en la burbuja lo que dice el niño cuando sube al autobús escolar. Después colorea el dibujo.

Write in the bubble what the boy says when he gets on the school bus. Then color the picture.

Escribe en la burbuja lo que dice el niño cuando baja del autobús escolar. Después colorea el dibujo.

Write in the bubble what the boy says when he gets off the school bus. Then color the picture.
Home Report: Hola, adiós, ¿Cómo estás?

Date ___________________________  Student ___________________________

Lesson Overview

Communication Objective
Students exchange greetings and express how they are feeling.

Language Outcomes
- Students comprehend and use appropriately *hola* and *adiós*.
- Students comprehend the question, “¿Cómo estás?”
- Students answer the question using a word or phrase that expresses how they are feeling.

Circle Time

Vocabulary and Phrases

- *hola* (hello)
- *adiós* (good-bye)
- *la mano* (hand)
- ¿Cómo estás? (How are you?)
- Muy bien, gracias. (Very well, thank you.)
- feliz (happy)
- triste (sad)
- cansado/a (tired)
- enojado/a (mad)

Songs and Poems (Track #)

- Sonrisas CD
  - Cada vez que nos juntamos (1)
  - Buenos días (2)
  - Me llamo, me llamo (3)
  - Cabeza, hombros, piernas, pies (4)
  - Mi cuerpo (5)
  - Uno, dos, tres, cha cha cha (6)

- Canciones Culturales CD
  - Tortillitas (4)

Story Time

Book Suggestions

- *Cuando estoy*, by Gladys Rosa-Mendoza
- ¿Cómo estás, Pequeño Panda?, by Marie-Hélène Delval

Home Enrichment

Most everyone knows how to say *hola* and *adiós* in Spanish. You can practice these words with your child at home.
Lesson 20: Mi casa—un repaso
Communication Objective: Student provides information about his or her house and reviews previously learned concepts.
I can:
☐ Comprehend and use the words la puerta, la ventana, and el techo.
☐ Use the words as I review previously learned vocabulary and phrases.

Lesson 21: Salta, ranita, salta
Communication Objective: Student uses the command for “jump” and identifies various animals.
I can:
☐ Comprehend and use the command, “¡Salta!”
☐ Identify various animals from the book.

Lesson 22: Escucha
Communication Objective: Student uses the command for “listen.”
I can:
☐ Comprehend and use the commands, “Escucha” and “Escúchame.”

Lesson 23: Tengo hambre
Communication Objective: Student expresses the feeling of being hungry.
I can:
☐ Identify fruits in Spanish.
☐ Comprehend the question, “¿Tienes hambre tú?”
☐ Answer the question using the phrase, “(Sí/No) Yo (no) tengo hambre.”

Lesson 24: Yo veo
Communication Objective: Student provides information about what he or she sees.
I can:
☐ Comprehend the question, “¿Qué ves tú?”
☐ Answer the question using the phrase, “Yo veo ______.”

Lesson 25: Yo puedo
Communication Objective: Student provides information about what he or she is able to do.
I can:
☐ Comprehend the question, “¿Puedes ______ tú?”
☐ Answer the question using the phrase, “Sí yo puedo.”
Instrucciones
Usa el vocabulario para responder cada pregunta. Escribe una oración completa.

Use the vocabulary to answer each question. Write a complete sentence.

Vocabulario
  Yo veo...
  el triángulo.
  el sol.
  el perrito.
  la casa.
  la camisa.

Modelo
  ¿Qué ves tú?
  Yo veo el oso.

1. ¿Qué ves tú?

2. ¿Qué ves tú?

3. ¿Qué ves tú?

4. ¿Qué ves tú?

5. ¿Qué ves tú?
Home Report: Yo veo

Date ___________________________  Student ___________________________

Lesson Overview

Communication Objective
Students provide information about what they see.

Language Outcomes
- Students comprehend the question, “¿Qué ves tú?”
- Students answer the question using the phrase, “Yo veo ____.”

Circle Time

Vocabulary and Phrases

<table>
<thead>
<tr>
<th>Question</th>
<th>Translation</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué ves tú?</td>
<td>What do you see?</td>
<td></td>
</tr>
<tr>
<td>Yo veo ____</td>
<td>I see ____</td>
<td>el catalejo</td>
</tr>
<tr>
<td>Spyglass</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Songs and Poems (Track #)

Sonrisas CD
- Cada vez que nos juntamos (1)
- Buenos días (2)
- Uno, dos, tres, cha cha cha (6)
- Bate, bate, chocolate (8)
- Diez gatitos (9)
- Había un chorrito (11)
- Moscas en la leche (16)
- Debajo de un botón (17)
- Naranja dulce (28)

Canciones Culturales CD
- El hueve (6)
- Tortillitas (4)
- Toma maté (15)

Story Time

Book Suggestions

Oso pardo, oso pardo, ¿qué ves ahí?, by Bill Martin, Jr. and Eric Carle
El viaje en tren, by Jane Crebbin
Salí de paseo, by Sue Williams

Home Enrichment

Encourage your child to use the spyglass from the art project and the vocabulary from the lesson to describe something that he or she sees.