

Unidad 3 – Proyecto - Cuento familiar

Proyecto:

In groups of 2-4 or individually, students will create a storybook where they will need to make up a family and talk about them. The final product will include a well-written story covering the topics from unit 3, along with pictures. Students must also include a recording of themselves reading their story aloud (either an .mp3 file or video file using a service like *vocaroo* or video camera). If students are working in a group, each person must speak for the audio and they must split *all* the work up equally. Audio files should identify who is talking! Group members may receive a deduction if work is not equal. *Note: All work must be original. Any use of Google Translate or outside resources will result in a zero. Only use vocabulary and grammar from Unit 0 – Unit 3.*

Options (Please choose one):

1. Physical Book with pictures: (like a children’s book) + audio/video recording (include your name)
2. PowerPoint/Google Slideshow of a story book with pictures + audio/video recording (include your name)

Content that must be included (but not limited to):

- Introduction of the story and main character [yo form] – giving name, age, birthday, and description.
- Talk about your made-up family members. Must include a minimum of: yourself/main character, parents, grandparents, siblings and/or cousins, and pets.
- For each family member (in complete sentences) [él/ella/ellos/ellas forms]:
 - Give their name and describe them
 - Give their age
 - Say what activities and items they like and don’t like. [use forms of *gustar*]
 - Say what they eat and drink *and* what they don’t eat and drink. [don’t use *gustar*]

Grammar that must be included:

- A minimum of 20 different vocabulary words from Unit 3 vocabulary list – **HIGHLIGHT** vocab words.
- At least 3 different – ER regular verbs conjugated (at least 1 yo, 1 nosotros, & 1 él/ella or ellos/ellas form)
- At least 2 different – IR regular verbs conjugated (at least 1 yo form & 1 él/ella or ellos/ellas form)
- At least 2 comparisons of family members, using: *más...que, menos... que or tan...como.*

Crterios: (Remember, this is worth a project/test grade!)

Categoría	Puntos	De	School Rubric: Exemplary Score	Requisitos
Organización (<i>Organization</i>)		10	♦ effectively use organization and address the prompt to include examples and support.	♦ Must be one of the options: physical storybook, poster board, or PowerPoint/Google Slideshow. ♦ Should be organized into a comprehensible story with introduction and conclusion.
Contenido y vocabulario (<i>Content</i>)		30	♦ demonstrate exceptional understanding of the topic. ♦ use insightful examples to support answer.	♦ Must include 20 words/phrases from the vocabulary. Vocabulary must be used correctly and spelled correctly. <u>Highlight all vocabulary words.</u> ♦ Includes pictures to illustrate content and all content listed above.
Parte oral (<i>Speaking portion</i>)		15	♦ speak clearly and expressively and use a tone appropriate to audience, adjusting pace and volume effectively with varied inflection.	♦ Must say or otherwise indicate who is speaking. ♦ Must submit audio or video file in a way that can be accessed by teacher. ♦ Must speak clearly with level appropriate pronunciation.
Gramática y verbos (<i>Conventions of language</i>)		30	♦ display mastery of language and vocabulary.	♦ Spelling, correct use of words and phrases. Correct word order. Agreement. No use of English. ♦ Includes grammar listed above.
Producto final, esfuerzo, trabajo en clase (<i>Collaboration & classwork</i>)		15	♦ consistently stay on task. ♦ always meet deadlines. ♦ extensively contribute knowledge, opinions, and skills to group work.	♦ Final product must be neat, colorful , and clearly show effort. Be creative! You will also be graded on class work and collaborations – <u>use class time wisely.</u> ♦ Groups equally split up work.

Story Map

Story Outline

Introduction Page:

Introduce your story and your family. Ideas: Where does your family live? Is your family big or small? What are some activities you do as a family (nosotros form of -er/-ir verbs)? What are some activities that some people in your family do (ellos form – use -er/-ir verbs)?

Main Character: (Describe this person in the YO form)

1. Name _____
2. Age & Birthday _____
3. Physical Looks _____
4. Personality _____
5. Activities/Items they like _____
6. Activities/Items they don't like _____
7. What you eat and drink (not gustar) _____
8. What you don't eat and drink (not gustar) _____
9. -ER/-IR verbs (yo or nosotros forms) _____

Side Characters: (For each family member describe using él/ella form or ellos as a group)

Must have at least: parents, grandparents, siblings and/or cousins, and pets.

1. Name _____
2. Age _____
3. Physical Looks _____
4. Personality _____
5. Activities/Items they like _____
6. Activities/Items they don't like _____
7. What you eat and drink (not gustar) _____
8. What you don't eat and drink (not gustar) _____
9. -ER/-IR verbs (él, ella, ellos, ellas forms) _____

Conclusion Page:

Compare your family members using más que, menos que, or tan/tanto como (at least 2 comparisons). Make sure you included all your vocabulary and required grammar topics (especially the -ER/-IR verb forms on required list!). Suggestion to add any missing nosotros/yo/él/ella verbs here. Then conclude your story.

Self Evaluation & Teacher Evaluation

If you worked in a group, complete the following: Use the School-Wide rubric below to rate *yourself* on your group collaboration efforts and then on your group's written content. Circle a score for each category. Then, explain who did what.

WRHS Collaboration Rubric A WRHS student will...

Category	Exemplary 100% = 20/20	Proficient 85% = 17/20	Developing 70% = 14/20	Beginning 55% = 11/20
Group Goals	♦ consistently work toward group goals. <u>20pts</u>	♦ frequently work toward group goals. <u>17pts</u>	♦ occasionally work toward group goals. <u>14pts</u>	♦ rarely work toward group goals. <u>11pts</u>
Contributions to the Group	♦ extensively contribute knowledge, opinions, and skills. ♦ consistently accept and fulfill individual and/or leadership role within group. <u>20pts</u>	♦ substantially contribute knowledge, opinions, and skills. ♦ frequently accept and fulfill individual role within group. <u>17pts</u>	♦ occasionally contribute knowledge, opinions, and skills. ♦ sometimes accept and fulfill individual role within group. <u>14pts</u>	♦ minimally contribute knowledge, opinions, and skills. ♦ rarely accept individual role within group. <u>11pts</u>
Consensus Building Skills	♦ consistently value the knowledge, opinions, and skills of all group members and encourage their contributions. <u>20pts</u>	♦ frequently value the knowledge, opinion, and skills of all group members and encourage their contributions. <u>17pts</u>	♦ occasionally value the knowledge, opinions, and skills of all group members and encourages their contributions. <u>14pts</u>	♦ rarely value the knowledge, opinions, and skills of all group members and encourages their contributions <u>11pts</u>
Time Management	♦ consistently stay on task. ♦ always meet deadlines. <u>20pts</u>	♦ frequently stay on task. ♦ almost always meets deadlines. <u>17pts</u>	♦ occasionally stay on task. ♦ occasionally meet deadlines. <u>14pts</u>	♦ rarely stay on task. ♦ rarely meet deadlines. <u>11pts</u>
Reflection	♦ help group identify necessary changes and encourage group action for change. <u>20pts</u>	♦ willingly participate in needed changes. <u>17pts</u>	♦ participate in needed changes with occasionally prompting. <u>14pts</u>	♦ participate in needed changes when prompted and encouraged. <u>11pts</u>

Collaboration: Student Score Total: _____ /100 Teacher Score Total: _____ /100

Group members:

Explanation of who did what:

Did all group members equally do the work?: