



AERO:SBC

Subject/Course:	Spanish, beginners.
Grade Level:	1st Grade
Topic/Concept:	All about me
Estimated Time Required:	12 weeks (3 lessons per week)
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Desired Results:

1. What do we want students to know or be able to do? Standards and benchmarks for this unit:

COMMUNICATION

The interpersonal mode.

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

a. Understand and use basic age-appropriate courtesy expressions and gestures, and make age-appropriate introductions, presenting classmates, family members, and friends.

b. Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...).

The interpretive mode.

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

a. Understand and respond to simple routine oral directions and instructions related to daily classroom activities.

b. Understand and respond to simple requests in various familiar settings

c. Recognize people, objects, monuments and places based on oral descriptions.

The presentational mode.

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

- a. Sing simple songs from the target cultures.
- b. Perform poems, songs, dances, short skits, simple plays etc.

CULTURES

2.1. Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

- a. Identify and use patterns of behaviors and interaction in basic familiar settings.
- b. Make and respond to culturally appropriate introductions and understand polite requests.
- c. Use culturally appropriate courtesy expressions.
- d. Participate in age appropriate cultural activities, games, and songs.

COMMUNITIES

4.1 Students use the language both within and beyond the school setting.

- a. Interact in the target language with families, friends or peers, and native speakers.

2. Enduring understandings this unit is built upon.

- Who am I?
- I can make friends in Spanish.

3. Essential questions that will prompt curiosity and focus.

1. How do I greet others?
2. Where am I going to be able to speak Spanish?
3. How do I ask and express my necessities to my teacher or classmates?
4. How do I and my family look like?
5. How do I tell others the date of my birthday?
6. How do I describe people and things?

4. Specific knowledge and skills students are going to acquire in the context of this unit.

Students will be able to...

- Use courtesy sentences to greet others.
- Learn key sentences to introduce and present themselves, friends and family.
- Recognize letters and sounds of the Alphabet.
- Understand, use and respond to basic courtesy expressions and gestures.
- Count in the target language.
- Locate in the world map countries that have Spanish as a native language.
- Indicate the date.
- Tell the date of their birthdays.
- Tell how old they are and ask for the age of others.
- Ask simple questions
- Follow simple instructions.
- Understand polite requests.
- Express their necessities in the classroom.
- Spell words and ask for spelling.
- Name the members of their families and the relationship between them.
- Express quantities
- Sing songs in Spanish.
- Perform small Spanish plays.
- Play games in Spanish
- Label parts of the body and face.
- Recognize, tell and describe what kind of clothes they are wearing and their colors.
- Describe themselves, their families and made up characters
- Recognize people and characters based on oral descriptions.

Evidence of Learning:

1. Summative assessment of this unit.

We need:

- Friend school in Spain that wants to collaborate with us.
- Example of the letter
- Template per student for the paper dress up toy design.

For the summative assessment of the unit, every student has to practice everything they have learnt during the first months of the course with a significant activity for them.

We will explain the students that we are going to start a correspondence with another class in Spain that has just become (like our group) English as a World Language. We are going to start sending them the first letter; every one of the students will write a letter to a student in the Spanish school, and then, the Spanish school will pair them up with another student there.

To begin the correspondence, they will send the letter with their presentations, a picture of them and their family and a short explanation about what we have learned by designing clothes with their project about the paper dress up toy.

In the letters, student will be asked to write:

- Date.
- Introduction courtesies.
- Age.
- Nationality and country of residence.
- Birthday.
- Personal description.
- Family description.

- Ask for the same information they are giving.
- Good bye courtesies.

In the template for their paper dress up toy project they will include a picture of their girl/boy and they will:

- Describe the toy.
- Describe their clothes.

The final grade of the student will be a combination of the results of the Summative and the prior Formative assessments (Recorded in video at the end of every part of the unit)

2. Scoring guide/rubric for the summative and formative assessments of this unit.

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Comprehensibility The students...	Have troubles to rely in memorized phrases and short sentences during highly predictable interaction.	Rely only on memorized phrases and short sentences during highly predictable interaction.	Use short, memorized sentences during highly predictable interaction.	Use short, memorized sentences and can maintain simple conversations in different types of interactions.
The students...	It's hard to understand them when presenting well-rehearsed material on familiar topics.	Needs small repetitions for being understood when presenting well-rehearsed material on familiar topics.	Demonstrate accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.	Demonstrate accuracy in pronunciation and intonation when speaking the target language.
Comprehension The students...	Have difficulties understanding in highly predictable familiar contexts even when the communication partner uses objects, visuals and gestures in speaking or writing.	Understand general information and vocabulary in highly predictable familiar contexts when the communication partner uses objects, visuals and gestures in speaking or writing.	Understand short, simple conversations and narratives within highly predictable and familiar contexts.	Understand short, simple conversations and narratives out of familiar contexts.
Language control The students...	Have difficulties when communicating about very familiar topics using memorized oral and written phrases.	Reaches good levels of communication about very familiar topics using memorized oral and written phrases.	Are most accurate when communicating about very familiar topics using memorized oral and written phrases.	There is no mistakes when communicating about very familiar topics using memorized oral and written phrases.

Language control The students...	Make spelling mistakes when copying written language.	Write with accuracy when copying written language but cannot write words on their own	Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.	Write with accuracy when copying written language and hardly use invented spelling when written words or producing characters on their own.
Communication Strategies The students...	Rely heavily on visuals and familiar language to assist in comprehension	Rely usually on visuals and familiar language to assist in comprehension.	Hardly rely on visuals to assist in comprehension.	Don't need visuals to assist in comprehension.
Cultural Awareness The students...	Pays little attention to non-verbal behaviors modeled by the teacher.	Observes and tries to imitate non-verbal behaviors modeled by the teacher.	Imitate non-verbal behaviors modeled by the teacher.	Imitate non-verbal behaviors observed in native speakers.

Instructional Plan:

The standards-base unit I have created, "Todo Sobre Mi" (All about myself) has been divided in 4 different areas of Study; In the next page, we can find the syllabus of the unit. Followed by every lesson's instructional plan, goals and material needed on the subsequent pages.

Every point of the unit, as well as every lesson, is followed by the acronym "St": used here for Standard; this way the teacher that is going to use this unit could refer to the Standards and benchmarks that are being hit with every part of the unit or most specifically, with every lesson, formative or summative assessment.

The structure of the unit has been delicately scaffold to assure that the students will succeed on the culminating task and meet the benchmarks.

This unit has being design as the first unit of Spanish as a world language for students on their first years of primary school education.

Unit: **All about me.**

1. I Introduce myself. (St: 1.1, 1.2, 1.3, 2.1)

1.1. My name is... The Alphabet. *St: 1.1, 1.3, 2.1*

1.2. How old am I?... The numbers. *St: 1.1*

1.3. Where could I speak Spanish? Where am I from? *St: 1.2, 2.1*

1.4. My necessities in the classroom. *St: 1.1, 1.2*

- Formative assessment: Presentations. *St: 1.1, 1.2, 2.1*

2. My family. (St: 1.1, 1.2)

2.1. The members of my family. *St: 1.1, 1.2*

2.2. My family tree. *St: 1.1, 1.2*

- Formative assessment: Picture of my family. *St: 1.1, 1.2*

3. My birthday. (St: 1.1, 1.2, 1.3, 2.1)

3.1. Which day is today? *St: 1.1, 1.2, 1.3*

3.2. In which month is my birthday? *St: 1.1, 1.2, 2.1*

- Formative assessment: My birthday. *1.1, 1.2, 1.3, 2.1*

4. My body. (St: 1.1, 1.2, 1.3, 2.1)

4.1. Body parts. *St: 1.2, 1.3*

4.2. Descriptions *St: 1.1, 1.2, 2.1*

4.3. Clothes. *St: 1.1, 1.2, 1.3, 2.1*

- Formative assessment: Fashion design. *1.2, 2.1*

5. Summative assessment. (St: 1.1, 1.2, 1.3, 2.1, 4.1)

ALL ABOUT ME.

1. I Introduce myself.

1.1. My name is... the alphabet. (St. 1.1, 1.3, 2.1)

Lesson 1. St: 1.1.a, 1.1.b, 2.1.b, 2.1.c

Goal: I can ask for your name

I can tell my name.

We need:

- Posters to hang in the walls with the sentences "Me llamo, ¿Cómo te llamas?"

During the first lesson the teacher will explain to the students the basic courtesy sentences like: "Buenos días, ¿Qué tal?". He will repeat courtesy sentences every day for the whole unit at the beginning and at the end of every lesson.

The focus on this lesson will be in the sentences "Me llamo..." and "¿Cómo te llamas?". After an example and practice by pairs, the teacher will give every student 2 posters with an image of a child asking for a name and saying his name, moreover, they will color it, and, at the end of the class we will hang everything on the walls of the classroom.

Lesson 2. St: 1.3.a

Goal: Discover the spanish alphabet.

Spell your name.

We need:

- A song of the alphabet.
- Copies of the alphabet.

The teacher will use a song to show the alphabet to the students, every one of them will have a copy of it; all children will listen to the song, and then, stopping letter by letter they will learn their names and the sounds with the teacher, they will sing along with

the song. At the end of the class, we will try to spell each of our names after the question: "¿Cómo te llamas?, ¿Cómo se escribe?"

Lesson 3, 4 and 5. St: 1.2.a, 1.2.b, 1.3.a

Goal: Write and reproduce our own alphabet.

We need:

- set of cards with the letters of the alphabet and objects that start with every letter of the alphabet
- Booklet with 30 pages with a square in the middle, the word "letra" in the top and the word "De" in the bottom.

After listening and singing along with the alphabet song with the class again, the teacher will give every student the set of cards and the booklets. In every page of the booklet the students will write a letter of the alphabet, in both capital and non capital way and the name of it (e.g. L, l, ele)

The word "De:" will be followed by a name of an object written in the set of cards. (e.g. Lápiz)

Finally, in the square in the middle they will draw the object they wrote in that page of the booklet.

At the end of the lessons, all the students will have their own personalized alphabet. We will play to spell the words they wrote in the booklet.

1.2. How old am I? (St: 1.1, 2.1)

Lesson 6. St: 1.1.a, 1.1.b, 2.1.b, 2.1.c, 2.1.d

Goal: memorize numbers 1-10. Say my age.

We need :

- Set of cards with numbers labelled from 1 to 10.

The teacher will start the lesson showing the name of the numbers, after that we will play and sing a song related to the fingers of the hands.

On our notebook we will draw the numbers and cutting off from a paper their names they will label each number with its name.

At the end of the lesson every student will tell their age and ask for the age of another classmate.

If there is still time we will play the game "go fish" with cards labelled with the numbers 1 to 10

1.3. Where could I speak Spanish? Where am I from? (St: 1.2, 2.1)

Lesson 7. St: 1.2.a, 1.2.b, 2.1.d

Goal: Identify in a map the countries that have Spanish as official language.

We need:

- A hand-made plastic poster with Central and South America.
- A map of the world.

The teacher will show in the map the countries that speak Spanish. After that, all together will play twister in the big poster of Central and South America. The teacher will say the name of a country where they should put their hands or feet.

After the game, in groups, they will label the countries in the world map.

Lesson 8. St: 1.2.a

Goal: Identify in a map the countries that have Spanish as official language.

Name the country they are from and the country they live in.

We need:

- Worksheet: An empty map of the world with labels of Spanish speaking countries.

Every student will fill up his worksheet, after that, they will repeat and write in his notebook the name of his home country and the name of the country they are living in.

They will practice with the classmates asking and answering where they are from and where they live.

Lesson 9. St: 1.2.a, 2.1.d

Review.

We need:

- Set of cards with Alphabet.
- Set of cards with numbers 1-10.

By groups we will play 2 games:

1. Go fish with numbers.
2. Take a letter from the set of cards and say a word that start with that letter.

After playing, all the students will introduce themselves and ask to other student for their introduction. They will tell their name and spell it, their age, where they are from and where they live.

Lesson 10. St: 2.1.d

Goal: List numbers from 1 to 20.

We need:

- Material for the chosen games (e.g. chalk, napkin...)

During this lesson we will write in our notebook numbers from 10 to 20, after that we will play different Spanish games to practice them, games such as: pañuelo, rayuela, etc.

1.4. My necessities in the classroom. (St: 1.1, 1.2, 2.1)

Lesson 11. St: 1.1.b, 1.2.a, 1.2.b, 1.2.c

Goal: Discuss the meaning of a picture.

Express basic necessities in the classroom.

We need:

- Set of posters with basic sentences in the target language (e.g. ¿Puedo ir al servicio, por favor?, ¿Cómo se dice...? ¿Me lo puedes repetir? No entiendo, etc.)

The teacher will divide the class into small groups, one poster per group. He will tell them to discuss the meaning of the sentences. After the discussion, they will stand up in front of the class and show their classmates. All together will practice the sentences. Every group will color the posters and will hang them in the wall.

Lesson 12 and 13. St: 1.1.b, 1.2.a, 1.2.b, 1.2.c, 2.1.a

Goal: follow simple instructions in the class.

Discuss the meaning of a picture

We need:

- Posters with pictures of instructions.
- Labels for the classroom objects.

This lesson will be similar to lesson 11. The teacher will divide the class into small groups, every group will have a poster with instructional verbs on it and a picture of the action. The teacher will tell them to discuss the meaning of the verbs. After the discussion of their meaning, the teacher will explain them.

Later, the teacher will handle to the students big labels with the names of objects in the class. One by one, the students will take the big label and stick it in the correct object. If they don't know the names, the teacher will help them playing the game "caliente, frío" (The closer the student is to the object, the hotter it is, the farther they are, the colder it is).

During the second lesson, the students will review the sentences they saw on lesson 11; they will color the posters from lesson 12 and will hang them on the wall.

After that, they will play "Simón manda" using the worked verbs last day and the objects they labelled in the previous lesson.

Lesson 14. Formative assessment. St: 1.1, 1.2, 2.1.

We need:

- Camera or device to record video.
- Projector.

The teacher will divide the class into pairs, every pair will work on their own on introducing themselves and having a small conversation; then they will change roles and make the same situation in the other way.

The teacher will record the exercise and will show it at the end of the lesson to give feedback to the students, emphasize their strong points and point those that need more practice (based on the rubric for formative and summative assessments).

The results of this formative assessment should be accomplished with an 80% mastery in every student; the teacher will differentiate instruction for students as needed in order to help those who haven't reached this 80% mastery.

2. My family.

2.1. The members of my family. (St: 1.1, 1.2)

Lesson 15. St: 1.1.a, 1.2.a

Goal: Relate the names of the members of the family with the person in their families.

We need:

- A big picture of a family.
- Crossword with names of the members of the family.

The teacher will present to the class a big picture of a family, he will show them how to present their to other people; e.g. "Esta es mi madre, Esta es mi madre".

After that the students will label the name of the members of the family with the people from the picture as if they were they family too. Then, they will do the crossword.

2.2. My family tree. (St: 1.1, 1.2)

Lesson 16. St: 1.1.a, 1.1.b, 1.2.a, 1.2.a

Goal: Create and label a family tree.

We need:

- Worksheets of a tree family with blank spaces.

The teacher will give to the students the worksheet of a family tree and will model how to create their own family tree in the whiteboard. Under the pictures of the family members they will write, for example: "Esta es mi abuela, se llama María".

Later, the students will show their family trees to the class. Then, the teacher will ask questions to the group like: "who has a brother whose name is Pedro?"

Lesson 17. Formative assessment. St: 1.1, 1.2.

We need:

- Every student should have brought a picture of their families.
- Camera or device to record video.
- Projector.

One by one, each student will show the class their picture, after practice in pairs with a classmate. They will introduce themselves and present their families with everything they have learned so far.

The teacher will record the exercise and will show it at the end of the lesson to give feedback to the students, emphasize their strong points and point those that need more practice (based on the rubric for formative and summative assessments).

The results of this formative assessment should be accomplished with an 80% mastery in every student; the teacher will differentiate instruction for students as needed in order to help those who haven't reached this 80% mastery.

3. My birthday.

3.1. Which day is today? St: 1.1, 1.2, 1.3

Lesson 18. St: 1.1.a, 1.2.a, 1.2.b, 1.3.a

Goal: Learn the days of the week.

Express the date.

We need:

- A song about the days of the week.
- Schedules of the class without the days of the week.
- A whiteboard with the weather forecast for the week.
- I-pads/computers.

At the beginning of the lesson, the teacher will tell the students the days of the week and they will write them in their notebook.

The teacher will play a song and hang the lyrics to the students, all together will sing the song. There will be blank spaces for the days of the week and they will write the day they hear in the song.

After the song, the students will make labels with the names of the days of the week; they will label their own schedules and put it in their tables.

At the end, the students will research about the weather next week and will hang a whiteboard in the wall where they will upload every week the weather forecast under the days of the week. (The teacher will introduce weather vocabulary, but will not emphasis on it)

Everyone will practice expressing the date in the whiteboard, using the day of the week and the number of the day.

3.2. In which month is my birthday? (St: 1.1, 1.2, 2.1)

Lesson 19. St: 1.1.b, 1.2.a, 2.1.d

Goal: Name the months of the year.

Express the date.

We need:

- Pictures of cakes with blank spaces for writing a month on them.
- Pictures of candles with blank spaces for writing a name on them.

This lesson, as the one before, will start with the students writing down the name of the months in their notebooks.

After that, by groups, they will label the pictures of the cakes, every cake will have the name of a month; then, with a game, they will hang in the wall the cakes in order, from January to December.

Later, the students will get a candle, they will write their names and the day of their birthdays.

Everyone, by turns, will stand up, introduce, and place the candle on the cake that has the month of their birthday, they will tell the date of their birthdays to the rest of the class.

At the end of the class, everyone will play a game of questions about the birthdays of the children in the class. As well as of the days of the week. (e.g. "¿De quién es el cumpleaños el 2 de Enero?", "¿Qué día es mañana?").

Lesson 20. St: 1.1.b, 1.2.a, 1.2.b, 1.3.a, 2.1.d

Goal: Express the date.

We need.

- Songs of the week, months and numbers.
- Worksheets of dates

This lesson will start by writing down the name of the numbers from 20 to 31, and we will play games related to numbers, e.g. bingo or any other game played on lesson 10. Later, the class will identify which months have 30 or 31 days.

The teacher will explain how to write the date in the whiteboard using the days of the week, and he will give a worksheet to the students about writing and saying dates.

Lesson 21. Formative assessment. St: 1.1, 1.2, 1.3, 2.1

We need.

- Calendar
- Camera or device to record video.
- Projector

At the beginning of the class every student will receive a page of a calendar with an –x- on a day. They will practice how to say today’s date, their birthday and the birthday of “Maria”, whose birthday is written down with an x in the page of the calendar they have got.

The teacher will record the exercise and will show it at the end of the lesson to give feedback to the students, emphasize their strong points and point those that need more practice (based on the rubric for formative and summative assessments).

The results of this formative assessment should be accomplished with an 80% mastery in every student; the teacher will differentiate instruction for students as needed in order to help those who haven’t reached this 80% mastery.

4. My body.

4.1. Body parts. (St: 1.2, 1.3)

Lesson 22. St: 1.2.a, 1.2.b, 1.2.c

Goal: Name and label body parts.

We need:

- Worksheet for parts of the body.
- Long brown paper. (All students must fit on it)
- Sharpies.

The teacher will handle each student the worksheet, every student will label the parts of the body and will stick the worksheet on their notebooks; furthermore, the teacher will give to the students a big white piece of paper where they will write a part of the body on every one of them.

The teacher will group the kids in pairs and will give two big pieces of brown paper to each one of them. One student will lay down on the paper and the other one will draw his/her silhouette with sharpies. They will hang their silhouettes on the wall, and playing the game "tail in the donkey", student by student will hang the labels in their silhouettes.

Lesson 23. St: 1.2.a, 1.2.b, 1.2.c, 1.3.a

Goal: Name and label parts of the face.

We need:

- Songs for body parts and face parts.
- Worksheets of pictures with faces.

As the day before, the teacher will handle to the students a worksheet with a picture of a face; they will proceed to label the parts of the face and stick the worksheet on their notebooks.

After this, the teacher will give to the students some big white pieces of paper where they will write a part of the body on them.

The students will draw a face on their silhouettes, and playing the same game as last lesson, then, they will put labels on their face.

To finish the lesson, the class will sing songs related to body parts and face parts; they will also play the game "Simón, Simón", following instructions related to body parts.

4.2 **Descriptions. (St: 1.1, 1.2, 2.1)**

Lesson 24. St: 1.2.a, 1.2.b, 1.2.c, 2.1.d

Goal: Name the colors

Play games related to colors.

We need:

- Boardgame that could be linked to colors.
- Color pencils.
- Worksheet of coloring; color coded.

The class will start writing down the colors on the notebooks; then, divided into groups. Every one will play a game; any game which that makes the students say the name of the colors plenty of times will be ok.

When they are finish with the games, the teacher will play with them the game "color, color"; when the teacher says a color, they will have to touch something with that color.

At the end of the class, the teacher will handle a worksheet with a color coded picture.

Lesson 25. St. 1.1.b, 1.2.a, 1.2.b, 1.2.c, 2.1.d.

Goal: Describe physical characteristics.

we need:

- Pictures with physical characteristics.
- Game "Guess who"

This lesson, the teacher will give to the students a couple of pictures with some physical characteristics and the description of them; e.g: a boy with short hair where "pelo corto" is written down. They will try to find a student that has that characteristic. They will go to the whiteboard with their new pictures; the teacher will repeat and explain all of them. At the end, students will write them down in their notebooks and the activity will be repeated.

The teacher will hang the pictures on the wall and, by pairs, the students will play "Guess who" with the physical characteristics they have just learned.

Lesson 26. St. 1.1.b, 1.2.a, 1.2.b, 1.2.c, 2.1.d

Goal: Describe pictures and draw them.

- Pictures of monsters with human characteristics.
- Game "Guess who"

The lesson will start by playing all together "Guess who" to remind what learned last class.

After the first activity, the students will get a paper with some pictures of monsters with human characteristics; the teacher will describe one by one all the monsters and the students should place them in order, then, the class will be divided in pairs. They will draw a monster in a paper, and, after they are done, they will describe each other the monster. The second student will have to draw the monster based on the description of his/her peer, withoutt being able to see the picture. After one is finish, the other one will do the same.

2. 3. Clothes. (1.1, 1.2, 1.3, 2.1)

Lesson 27 and 28. St: 1.1.b, 1.2.a, 1.2.b, 1.2.c

Goal: Name clothes.

Describe clothes.

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We need:

- A bag with clothes (At least one item of all the clothes the teacher wants to teach)
- A game of "guess who" based on clothes (handmade).

The teacher will come to the class with a huge bag, he will play with the students to guess what is inside the bag, then, he will show one by one all the clothes items he has in the bag. The students will write the names in their notebook and a picture to liked name with item.

As it has been done in many lessons before this one, the students will create big labels and will play different games to place them in the right items.

The teacher will put all clothes in the floor, the students will put on some clothes from the bag, and, one by one, they will tell and describe (color, shape) the items of clothes they are wearing. They will change clothes and repeat the exercise. This exercise will be repeated both lessons to practice the name of all items.

To finish this 2 lessons, the class will be divided in pairs, they will play "guess who" with some pictures the teacher has brought. By describing the clothes they will have to guess which character has the other one.

If it will be need, we could play a Bingo with clothes items.

Lesson 29. St: 1.2.a, 1.2.c, 2.1.a, 2.1.b, 2.1.c

Goal: Describe picture of my family. (Review).

Describe clothes and physical characteristics.

We need:

- The picture of the family the students have used in old lessons.

Today, as a review, the students will come back to the pictures they have from their families. This time, they will introduce themselves, describe their family and, in addition to that, they will describe all members of the family's physical characteristics and the clothes they are wearing.

If there is time after the presentations, students will decide which game from the last part of the unit they want to play.

Lesson 30, 31. St: 1.2.a

Goal: Create our own clothes to our paper dress up toy.

We need:

- Templates for paper dress up toys (boys and girls)
- Templates of clothes for the paper dress up toys.

During 2 lessons the students will create their own paper dress up toy.

First of all, the teacher will give to the students a template for making a paper dress up toy, which they are going to be able to characterize; they will draw their hair, eyes, mouth, etc.

Later, in the templates for clothes, they will design different types of clothing for their paper dress up boy or girl; they will cut them out and try different combinations.

Due all the craft and design that is needed for this project, we have reserved 2 lessons for it. While the students are creating their clothes and characterizing their paper dress up boy/girl, the teacher will do some individual reviews with the students about the whole unit.

Lesson 32. Formative assessment. St. 1.2, 2.1.

We need:

- Finished paper dress up toys.
- Camera or some device to record video.
- Projector.

This is the last formative assessment before the final summative assessment that will put a full stop to our first unit.

One by one, all the students will go in front of the classroom with his/her paper dress up toy. They will present themselves and, after that, they will describe physically their toys, as well as the clothes they have chosen for them; types of clothes, colors, shapes, etc.

Each student will practice with a classmate before the presentation.

The teacher will record the exercise and will show it at the end of the lesson to give feedback to the students, emphasize their strong points and point those that needed more practice (based on the rubric for formative and summative assessments).

The results of this formative assessment should be accomplished with an 80% mastery in every student; the teacher will differentiate instruction for students as needed in order to help those who haven't reached this 80% mastery.

Lesson 33 and 34. Review and Sumative assessment.

St: 4.1, 1.1, 1.2, 1.3, 2.1

We need:

- Friend school in Spain that wants to collaborate with us.
- Example of the letter
- Template per student for the paper dress up toy design.

For the sumative assessment of the unit, each student will put on practice everything they learnt during the first months of the course with a significant activity for them.

We will explain the students that we are going to start a correspondence with another class in Spain that has just become (like our group) English as a World Language. We are going to start sending them the first letter; every one of the students will write a letter to a student in the spanish school, and then, the spanish school will pair them up with another student there.

To begin the correspondence, they will send the letter with their presentations, a picture of them and their family and a short explanation about what we have learned by designing clothes with their project about the paper dress up toy.

In the letters, student will be asked to write:

- Date.
- Introducton courtesies.
- Age.
- Nacionality and country of residence.
- Birthday.
- Personal description.
- Family description.
- Ask for the same information they are giving.
- Good bye courtesies.

In the template for their paper dress up toy project they will include a picture of their girl/boy and they will:

- Describe the toy.
- Describe their clothes.

The final grade of the student will be a combination of the results of the Summative and the prior Formative assessments (Recorded in video at the end of every part of the unit)