Final Project Spanish I

Write a letter to Yoalin

As a final project in Spanish I you will be writing a letter to our sponsored child, Yoalin. He is 5 years old and lives in the Dominican Republic. His mother Alexandra will likely read the letter. You are introducing yourself so that he may know who the wonderful people who are providing him healthcare and education are. You will have 5 class periods to complete this assignment. It will be accepted no later than **May 24, 2013.**

**Deadlines**

**Lunes, 20 Mayo**: Paragraphs 1-3 due by end of hour

□ Paragrafo 1 □ Paragrafo 2 □ Paragrafo 3

**Martes, 21 Mayo**: Rough draft of letter due by end of hour (for Peer-Review)

□ Paragrafo 1-3 □ Paragrafo 4 □ Paragrafo 5 □ Paragrafo 6

**Miércoles, 22 Mayo**: 2 peer-edited drafts are due by end of hour

□ 2 peer-edited drafts of your letter □ 2 Peer-Editing worksheets

**Jueves, 23 Mayo**: 2nd Rough draft due by end of hour (for Teacher-Edit)

□ 1st Rough Draft □ 2nd Rough Draft

**Viernes, 24 Mayo**: Final draft due by end of hour

□ Original Letter Worksheet □ Original Rough Draft

□ Check list □ Final Draft

□ Rubric (This Paper)

Final draft submission will be accepted either via email or hard copy. All boxes on the Checklist must be checked (and all elements must be apparent in your letter).

**Note!** This letter ***must*** be in SPANISH. However, if you use a translator, I will know. There is no reason to need a translator—dictionaries and textbooks will be provided for you. If you do not know how to say it, try to think of a way that you already know how. If translator use is suspected, you will be given a 0 without the opportunity to redeem your grade.

|  |  |
| --- | --- |
| |  | | --- | | Nombre:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hora \_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Salutation and Closing** | Salutation and closing have no errors in capitalization and punctuation. | Salutation and closing have 1-4 errors in capitalization and punctuation. | Salutation and closing have 5 or more errors in capitalization and punctuation. | Salutation and/or closing are missing. |
| **Sentences & Paragraphs** | Sentences and paragraphs are complete, well-constructed and follow the specified guidelines. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing generally follows outline. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| **Grammar & spelling (conventions)** | Writer makes no errors in grammar or spelling. | Writer makes 1-5 errors in grammar and/or spelling. | Writer makes 5-9 errors in grammar and/or spelling | Writer makes more than 10 errors in grammar and/or spelling. |
| **Checklist** | All boxes are checked and content is apparent in the text. | Some boxes are checked, but not all; or not all content is apparent in the text. | Not all boxes are checked and not all content is apparent in the text. | No boxes are checked, little to no content is apparent in the text. |
| **Length** | The letter is 6 or more paragraphs. | The letter is 4-5 paragraphs. | The letter is 3-4 paragraphs. | The letter is less than 2 paragraphs. |

Carta para Yoalin

Format your paragraphs in the way that is laid out. Treat this as answering questions, rather than constructing information completely new. For example, giving a greeting, you could say “Hola” or “Buenos dias” or both. It is your choice.

Paragrafo 1: ¡Buenos Dias!

□ Greeting (ex. Hello) □ Tell what types of things you like to do

□ Tell your name □ Tell where you are from

□ Tell your physical characteristics □ Tell your personal characteristics

Paragrafo 2: Vamos a la escuela

□ Tell where you go to school □ Tell what classes you are taking and in what order

□ Tell what time school starts and ends □ Tell what classes you find interesting/fun/boring

□ Tell where classes are in the school

Paragrafo 3: Mi Familia & La Comida

□ Tell who is in your family □ Tell how old you and your family members are

□ Tell what each like to eat □ Tell what you like to eat

□ Ask what he likes to eat

Paragrafo 4: En Detroit

□ Tell the weather in different seasons □ Tell what you have to wear in different seasons

□ Tell what things there are to see here □ Ask what there is to see in Dominican Republic

□ Tell what restaurants you like and what you order

Paragrafo 5: Mi Casa

□ Tell whether you live in a house or an apartment □ Tell what rooms are in your house

□ Tell what chores you need to do in each room

Paragrafo 6: Yoalin

□ Say Good-bye □ Ask if he lives in a house

□ Ask what he likes to do □ Ask him to write back using a tu command

Peer Review Sheet

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer-Reviewer name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PEER-REVIEW FEEDBACK:** As you proofread your partner’s paper, highlight/circle areas that need to be addressed in his/her paper. Do not correct the mistakes. Below is a short checklist of possible struggles for beginning Spanish writers. When finished proofreading, place a checkmark beside the areas that your partner needs to focus on. When everyone’s done peer-reviewing, you will have a chance to discuss the corrections for your paper and the paper of your partner.

|  |  |
| --- | --- |
| **The Paper does NOT include:**   * Paragraph form. * 6 completed paragraphs. * All the content required. * More information than required. (above and beyond the minimum content.) * Correct spelling and accent marks * Other…   + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Possible struggles:**   * Verb Choice   (Ex- ~~Tengo~~ bajo…..Soy bajo.)   * Verb Conjugation   (Ex- ~~Escribemos~~……Escribimos)   * Adjective Agreement and Placement   (Ex- camisa ~~blanco~~……camisa blanca)   * Infinitives used when necessary   (Ex- Me gusta ~~nado~~…….Me gusta nadar.)   * Indefinite/Definite Articles   (Ex- ~~El~~ zapatos…….Los zapatos.) |

Peer Review Sheet

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer-Reviewer name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PEER-REVIEW FEEDBACK:** As you proofread your partner’s paper, highlight/circle areas that need to be addressed in his/her paper. Do not correct the mistakes. Below is a short checklist of possible struggles for beginning Spanish writers. When finished proofreading, place a checkmark beside the areas that your partner needs to focus on. When everyone’s done peer-reviewing, you will have a chance to discuss the corrections for your paper and the paper of your partner.

|  |  |
| --- | --- |
| **The Paper does NOT include:**   * Paragraph form. * 6 completed paragraphs. * All the content required. * More information than required. (above and beyond the minimum content.) * Correct spelling and accent marks * Other…   + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Possible struggles:**   * Verb Choice   (Ex- ~~Tengo~~ bajo…..Soy bajo.)   * Verb Conjugation   (Ex- ~~Escribemos~~……Escribimos)   * Adjective Agreement and Placement   (Ex- camisa ~~blanco~~……camisa blanca)   * Infinitives used when necessary   (Ex- Me gusta ~~nado~~…….Me gusta nadar.)   * Indefinite/Definite Articles   (Ex- ~~El~~ zapatos…….Los zapatos.) |

Modelo

¡Hola, Yoalin!

Me llamo Profe Sieglitz. Vivo en Detroit, pero yo soy de Florida. Yo soy alta, bonita y inteligente. Me gusta estudiar, jugar al fútbol, e ir a la biblioteca. Yo estoy muy contenta a conocerlo.

Yo enseño a la escuela Mumford High School en Detroit, MI en los Estados Unidos. Las clases empiezan a las ocho menos cuarto, pero yo llego a la escuela a las siete de la mañana. Todos mis clases son en mi cuarto. Yo enseño cinco clases de la lengua Español 1 y uno clase de la lengua Español 2—y uno clase de Ruso. Primero, yo enseño uno clase de Español 1. Segundo, yo estudio para mis clases a la Universidad de Oakland. Tercero, yo enseño uno clase de Español 1. Cuarto, yo enseño la clase de Ruso. Después, yo almuerzo en mi cuarto. Quinto, yo enseño la clase de Espanol 2. Durante sexta y séptima horas, yo enseño la clase de Espanol 1. Las clases terminan a las tres y cuarto. Me gustan todas las clases.

Mi familia vive en Florida. Mi madre y padre son muy simpáticos. Yo tengo dos hermanas—Krista y Mallory—¡y cinco sobrinos! Connor tiene seis años, Emma tiene cinco años, Blake tiene cuatro años, Keith tiene tres años y Savannah tiene uno año. ¡Hay muchos bebes! Todos en mi familia les gustan carne, pero yo soy vegetariano. ¿Qué te gusta comer?

Me gusta vivir en Detroit. Soy de Florida, y no está aclimato a la clima de Detroit. ¡Yo necesito comprar mucha ropa porque hace frio! En Florida, yo no necesito los suéteres, pantalones, o gorros. En Florida, yo llevo pantalones cortos y sandalias todos los días. Pero, me gusta Detroit. Hace mucho frio, pero los lugares en la ciudad son fabulosos: el edificio de Guardian, los headquarters de GM, y Belle Isle. Me gusta muchos restaurantes en la ciudad, también: Slows BBQ, el Mac Shack, y Tim Hortons (el mejor café de los Estados Unidos). ¿Qué te gusta ver en la Republica Dominicana?

El mejor parte de la ciudad es mi casa. Yo vivo en el tercer piso con mi gato. Yo vivo con cuatro otras personas, plus una perra (Russia) y una gata (Kitten o “gatita”). La casa tiene una cocina muy bonita, y una sala muy grande. Yo tengo que cocinar, limpiar mi cuarto y baño, y barre la escalera los sábados.

Yoalin, ¿vives en una casa? ¿Qué necesitas hacer en tu casa? ¿Qué te gusta hacer? Yo quiero aprender más sobre la Republica Dominicana. Escríbeme, por favor.

Hasta luego,

Profe Sieglitz