

# Educators-in-Residence AY 21-22



## El Equipo de...

Polly Holder, Walnut Grove High School  
Spanish II, 9-12

Time Frame: 2-3 class periods

### Lesson Description

Students have been studying sports vocabulary, cultural attitudes around sports, and stem change/flip verbs for roughly 2 weeks. This is the summative activity to show their knowledge of how to write at the novice-high level, read/speak at the novice-high level, compare and contrast information, and learn more about different places around the Spanish-speaking world.

### Overall Expectations

Student can present and synthesize information about different sports clubs in the Spanish-speaking world.

### Essential Questions

- What do people do to celebrate their favorite sports teams in the Spanish-speaking world?
- How do professional athletes from teams in LA or Spain compare and contrast with professional athletes that I am familiar with in the US?
- Can I understand text or conversation at novice high levels in Spanish?

### Standards and Benchmarks

- MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate.
- MLII.INT1 The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.
- MLII.P1 The students present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns.
- MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.
- MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

### **Prior Knowledge Required:**

- Conjugate flip verbs, regular present tense verbs, and stem change verbs
- Understand Spanish syntax and basic Spanish grammar (noun/adjective agreement, etc.)
- Have a working knowledge of high frequency vocabulary around sports

### **Agenda**

1. Students (with a partner or by themselves) select a team to research.
2. Students complete basic research about that team, the hometown of the team, and players on that team and prepare a presentation.
3. Students share their presentation with their peers in a 'speed dating' format and complete jigsaw activity to compare and contrast other teams to their team.

### **Differentiated Instruction Details**

#### Knowledge of Students

Differentiation based on student:

Readiness

X Interests

Learner Profile:

Styles

X Intelligences

Other (e.g., environment, gender, culture)

#### Differentiated Instruction Response

X Learning materials (content)

X Ways of learning (process)

X Ways of demonstrating learning (product)

Learning environment

### **Resource Materials:**

- League sign-up (suggestions for clubs to use with students)
- Jigsaw worksheet
- Grading Rubric

## League Sign Up

<b>Student</b>	<b>Club (Futbol)</b>	<b>Location</b>
	Real Madrid	Madrid, España
	Barcelona	Barcelona, España
	Atlético Madrid	Madrid, España
	Sevilla	Sevilla, España
	Club America	México, D.F.
	Atlas	Jalisco, México
	León	Leon, Mexico
	Tigres	León (Universidad de León), México
	River Plate	Buenos Aires, Argentina
	Club Atlético Talleres	Córdoba, Argentina
	Club Social y Deportivo Defensa y Justicia	Buenos Aires, Argentina
	Metropolitanos	Caracas, Venezuela
	Real España FC	San Pedro Sula, Honduras
	Alianza Lima	Lima, Perú

<b>Student Name(s)</b>	<b>Club (Beisbol)</b>	<b>Location</b>
	Diablos Rojos del México	México, D.F.
	Guerreros de Oaxaca	Oaxaca, México
	Toros de Tijuana	Tijuana, Mexico
	Indios de Mayagüez	Mayagüez, Puerto Rico
	Gigantes del Cibao	San Francisco de Macorís, La República Dominicana (can highlight Santo Domingo)
	Estrellas Orientales	San Pedro de Macorís, La República Dominicana

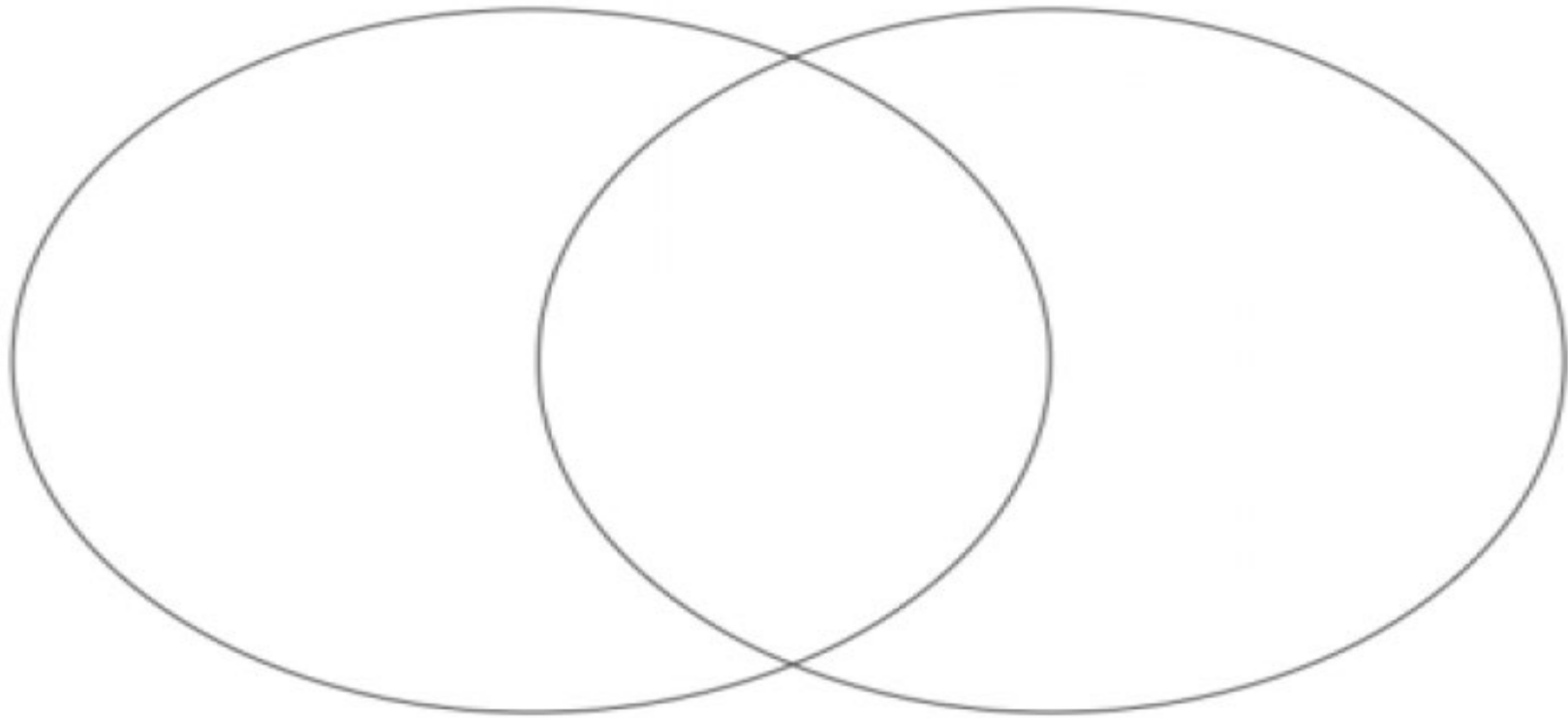
## Jigsaw

Nombre:

¿Cómo se llaman los miembros del grupo?	1. 2. 3. 4. 5.
¿Cómo se llama el club?	1. 2. 3. 4. 5.
¿De dónde es el club?	1. 2. 3. 4. 5.
¿Cuál deporte es?	1. 2. 3. 4. 5.
¿Cómo demuestran sus fans su amor por el equipo?	1. 2. 3. 4. 5.

¿Cuánto gana el superestrella del equipo?	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
¿Cómo se llama un jugador del equipo?	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
¿Qué es un hecho de este jugador?	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
Un hecho interesante de la ciudad del equipo:	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

Compare and contrast: Pick one of the teams from the jigsaw above. In what ways are the things that people do to celebrate that team similar to or different from the things that the fans of your team do?



**Rubric**

Required Information	Complete and well done	Partially complete
Includes salaries of at least 3 players in the currency of the country along with the conversion to dollars.		
Includes win/loss schedule for the most recent (or current) season.		
Includes at least 10 facts in English about the hometown/country of the team.		
Includes at least 2 facts in English about the team and two things that people do to celebrate the team.		

Score: \_\_\_\_\_/8

Spanish Task	Exceptional	Acceptable
Includes 10 sentences per group member about a player on the team. <ul style="list-style-type: none"> <li>• 3 sentences must include stem change verbs.               <ul style="list-style-type: none"> <li>• 2 sentences must be a flip verb.</li> </ul> </li> <li>• No more than 2 sentences can be a description.</li> <li>• 1 sentence must include vocabulary related to their sport.</li> </ul>		
Student followed all directions above. (x 2)		
Grammar: Student makes few to no errors in grammar. (x 2)		



Vocabulary, sentence sophistication, etc: Student uses cohesive devices to write 2-3 complex sentences. Vocabulary choices show mastery of both Spanish I concepts and current unit.		
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Score: \_\_\_\_\_/10

<b>Visual Presentation:</b> Student used multiple images and presented information clearly. Font choices and platform helped convey information and engage audience.	<b>Exceptional</b>	<b>Acceptable</b>
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<b>NearPod</b>	Student answers questions correctly based on peer presentations. ____/5
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Total Score: