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La Identidad:

**Incorporating ACTFL High Leverage
Teaching Practices (HLTP) in a
Spanish 4 unit about Identity**

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Setting the Scene



Let me introduce myself

¡Hola! I recently completed my 16th year of teaching - I spent the first two years of my career teaching 5th and 6th grade to students at Colegio Inglés in Torreón, México and then returned to the U.S. where I taught Spanish for seven years in the Holmen, WI School District. I just completed my 7th year of teaching at Oshkosh West High School in Oshkosh, WI where I primarily teach Spanish 4 to junior students and CAPP Spanish to senior students. I have also taught levels 1 and 2 in my current district and am the advisor of our school's Spanish Club.

My learners and goals

I intend to use the 5 days of lessons I designed as the first 5 days of the Identity Unit I cover with my Spanish 4 junior students. I see my students daily for 49 minutes for the duration of the entire school year. The lessons will incorporate our department essential outcomes of the interpretive, interpersonal, presentational, and cultural modes of communication. A balance of reading, writing, listening, and speaking is always the goal as well as using various technology resources to engage and motivate my students.

My LTSL Experience

I value regular professional development and consistent collaboration with others and appreciate the discussions and learning of the LTSL experience. ACTFL materials and research have been a driving force throughout my career, but I had never read about the HLTP before this experience. There are many aspects of the HLTPs I know I can do a better job of incorporating into my lessons and classes and the strategies and ideas we discussed and examined served as great inspiration for the 5 lessons I will be sharing in this project.

ACTFL High Leverage Teaching Practices (HLTPs)

**HLTP #1: Facilitating Target Language
Comprehensibility**

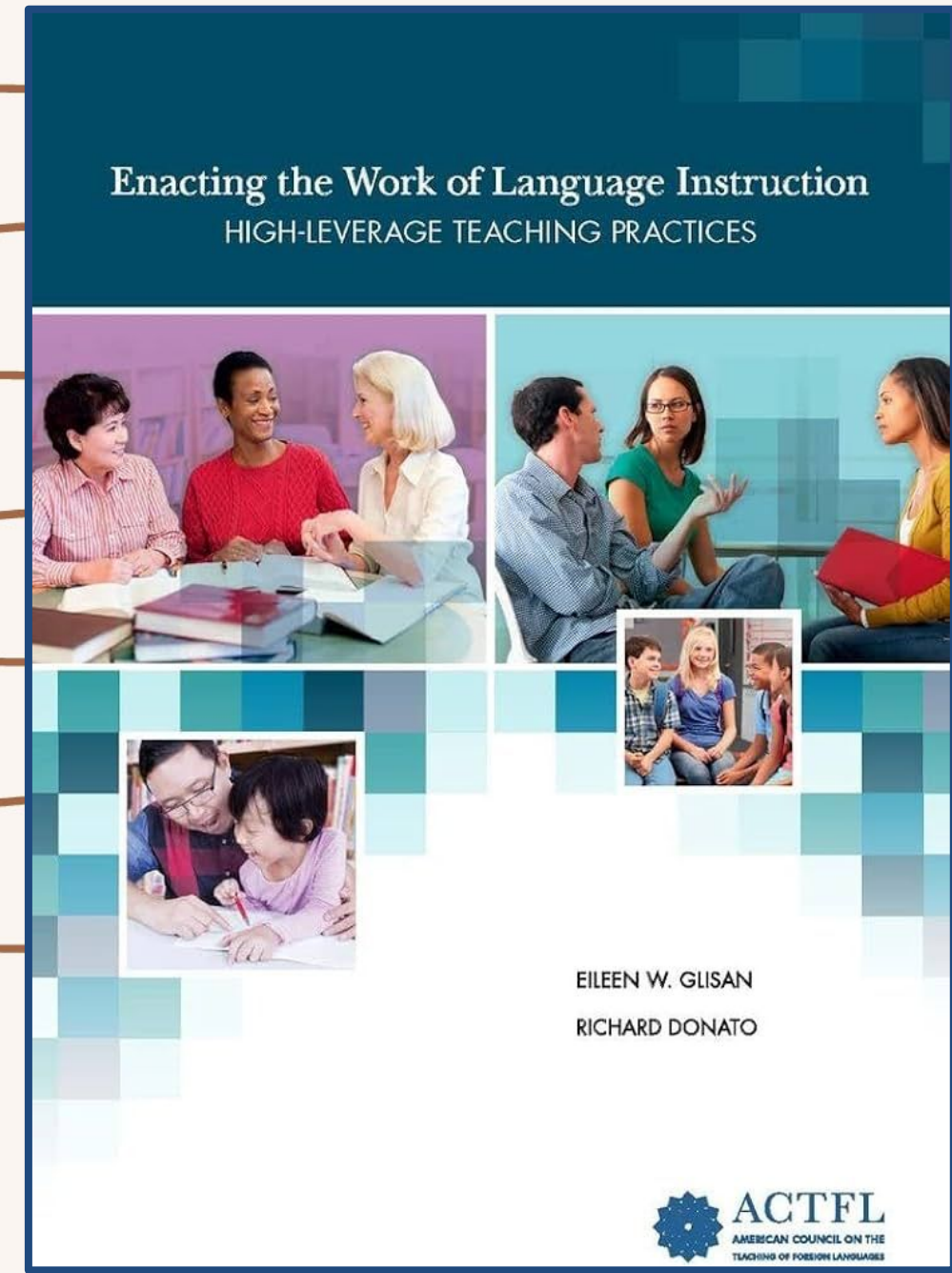
**HLTP #2: Building a Classroom Discourse
Community**

**HLTP #3: Guiding Learners to Interpret and
Discuss Authentic Texts**

**HLTP #4: Focusing on Forum in a Dialogic Context
Through PACE**

**HLTP #5: Focusing on Cultural Products, Practices,
Perspectives in a Dialogic Context**

**HLTP #6: Providing Oral Corrective Feedback to
Improve Learner Performance**



Tech Tools Used Throughout Daily Lessons



Day 1: [Gimkit](#), [Word Cloud Creator](#)

Day 2: [Nearpod](#)

Day 3: no specific tech tool used

Day 4: [Canva](#), [Google Slides](#), [Screencastify](#)

Day 5: [Flippity](#), [Lyricstraining](#)

Lesson Objectives

Students will explore the concept of identity through the following questions:

- 1) ¿Cuál es la diferencia entre la identidad personal y la identidad cultural?** (What is the difference between personal and cultural identity?)
- 2) ¿Cuáles son los aspectos principales de la identidad?** (What are some of the main aspects of identity?)
- 3) ¿Cómo influyen la lengua y la cultura en la identidad de las personas?** (How do language and culture influence identity?)
- 4) ¿Cómo representan las tradiciones nuestras creencias y valores?** (How are our values and beliefs represented in our traditions?)
- 5) ¿Cómo podemos ayudar a nuestra comunidad a reconocer y apreciar nuestra diversidad?** (How can we help our community recognize and appreciate our diverse identities?)

Students will know...

- advanced vocabulary to describe people and their identities
- geographical, cultural, and historical features of select Spanish-speaking regions
- regular and irregular verb conjugations in the present tense
- common uses of *ser* and *estar*
- how to use a variety of verbs like *gustar* to express their opinions and reactions

Students will understand...

- the factors that contribute to a person's sense of identity
- the difference between personal and cultural identity

Students will be able to...

- Identify factors in a variety of environments and analyze how they affect identity
- Describe and compare themselves and other people with advanced vocabulary and in-depth analysis
- Discuss and debate topics related to identity with peers by explaining their perspectives, asking questions, and responding to others' ideas

Daily Overview

Día 1: Present the Essential Questions and Unit Goals, Begin interacting with the Unit Vocabulary

Día 2: Discuss our Class Identity, Read the authentic text *Querido Primo* by Duncan Tonatiuh

Día 3: Unit Vocabulary Review, Discuss *Querido Primo*

Día 4: Compare and Contrast Identities with a classmate, Create a unique text inspired by *Querido Primo*

Día 5: Song activity, Begin to analyze present tense verb conjugations in context

Día 1

1. Present learners with the essential questions and unit goals along with the unit vocabulary list. Practice the vocabulary using [Gimkit](#).
2. Talk about [La Identidad Personal vs. La Identidad Cultural](#) to make sure learners understand the differences.
3. Show learners two pictures of [families/individuals from around the world](#) and have them use the new vocabulary to talk about identity (personal and/or cultural) characteristics they observe. (HLTP #1 and #5)
4. ¿Quiénes somos nosotros? – Ask learners fill out a [Google Form](#) with 10–20 different vocabulary words (new or old) and/or expressions that represent their personal and cultural identities.

NOTE: I will use a [Word Cloud Creator](#) to create a visual representation of our definitions of our identities.

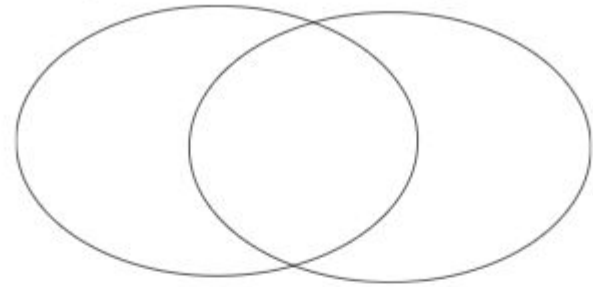


Día 2

1. Begin class by showing our Class Identity Word Cloud. Emphasize the vocabulary words that appear (HLTP #1) and model comparative expressions (HLTP #4) so that learners can then talk in small groups about their observations.
2. Project the cover of the text *Querido Primo* by Duncan Tonatiuh and ask learners to talk about what they see on the cover related to identity as well as to predict what they think the text will be about. (HLTP #3)
3. Read *Querido Primo* together in class using Nearpod for vocabulary support, to build in comprehension checks (HLTP #3) and to present the concepts of ser vs. estar and verbs like gustar within an authentic text/context (HLTP #4).



Más expresiones - Las comparaciones



Expresiones para comparar:

<p>(sí/sí = también) yo, tú, él, Uds., etc... también</p> <p>a mí, a ti, a él, a Uds., etc... también</p>	<p>Ella es musulmana y yo también.</p> <p>A ella le gusta cantar y a mí también.</p>
<p>(no/no = tampoco) yo, tú, él, Uds., etc... tampoco</p> <p>a mí, a ti, a él, a Uds., etc... tampoco</p>	<p>Ellos no se consideran muy maduros y yo tampoco.</p> <p>No me interesa encajar con los demás y a él tampoco.</p>
<p>(no pero sí or sí pero no) pero yo, tú, nosotros, etc. sí pero a mí, a ti, a nosotros, etc. sí</p> <p>pero yo, ella, ellos, etc. no pero a mí, a ella, a ellos, etc. no</p>	<p>Mis hermana no estudia el español, pero yo sí.</p> <p>A ella no le interesan las creencias cristianas pero a nosotros sí.</p> <p>Mis amigos tienen mascotas, pero yo no.</p> <p>A ella le encanta la comida mexicana pero a ti no.</p>



Día 3

1. Put up another picture of families/individuals from around the world and ask learners to use the unit vocabulary to talk again about identity (personal and/or cultural) characteristics they observe. (HLTP #1 and #5)
2. Discuss *Querido Primo* together in class. Provide learners with gambits/sentence starters that help them use comparative expressions and verbs like gustar to express their ideas and compare their own identities to those of the characters in the story. (Text based discussion HLTP #3)

*Note: *Remember to present learners with one question at a time, be sure to summarize 3-4 key takeaways at the end of the discussion.*

**Consider having learners discuss in their pods/small groups and then share out main ideas of their small group to the whole class since it is early in the year/the unit and we want learners to feel safe and comfortable sharing their ideas. (HLTP #2)*



Paris, France



Michele Crowe

tener en común

Algo que **tenemos en común** es que queremos asistir a UW-Madison.

(ser) **similar(es) / diferente(s)**

Nuestras vidas son **similares/diferentes** porque ...

una(s) **similitud(es)/diferencia(s)**

Unas **similitudes/diferencias** entre tú y yo son...

diferente a.... (mí, ti, él, ella, Uds.)

Martín es **diferente a mí** porque...

igual(es) que

Tengo dos hermanos **igual que** ella.

Los dos/Las dos
Ambos/as

Los dos/ Las dos pertenecemos a muchos grupos estudiantiles. **Ambos/as ...**



Día 4

1. Put up another picture of [families/individuals from around the world](#) and ask learners to use the unit vocabulary to talk again about identity (personal and/or cultural) characteristics they observe. (HLTP #1 and #5)
2. With a partner learners will create and illustrate a short “book” comparing and contrasting their personal and cultural identities. They can use [Google Slides](#), [Canva](#), or a similar platform. Scaffold the grammar learners should use by creating sentences starters for the first few pages of the book that incorporate ser vs. estar, verbs like gustar, and comparative expressions. learners will create their own final pages of the “book” without the grammar support to see what they can produce on their own. For homework, learners will record themselves reading their story aloud in [Screencastify](#).



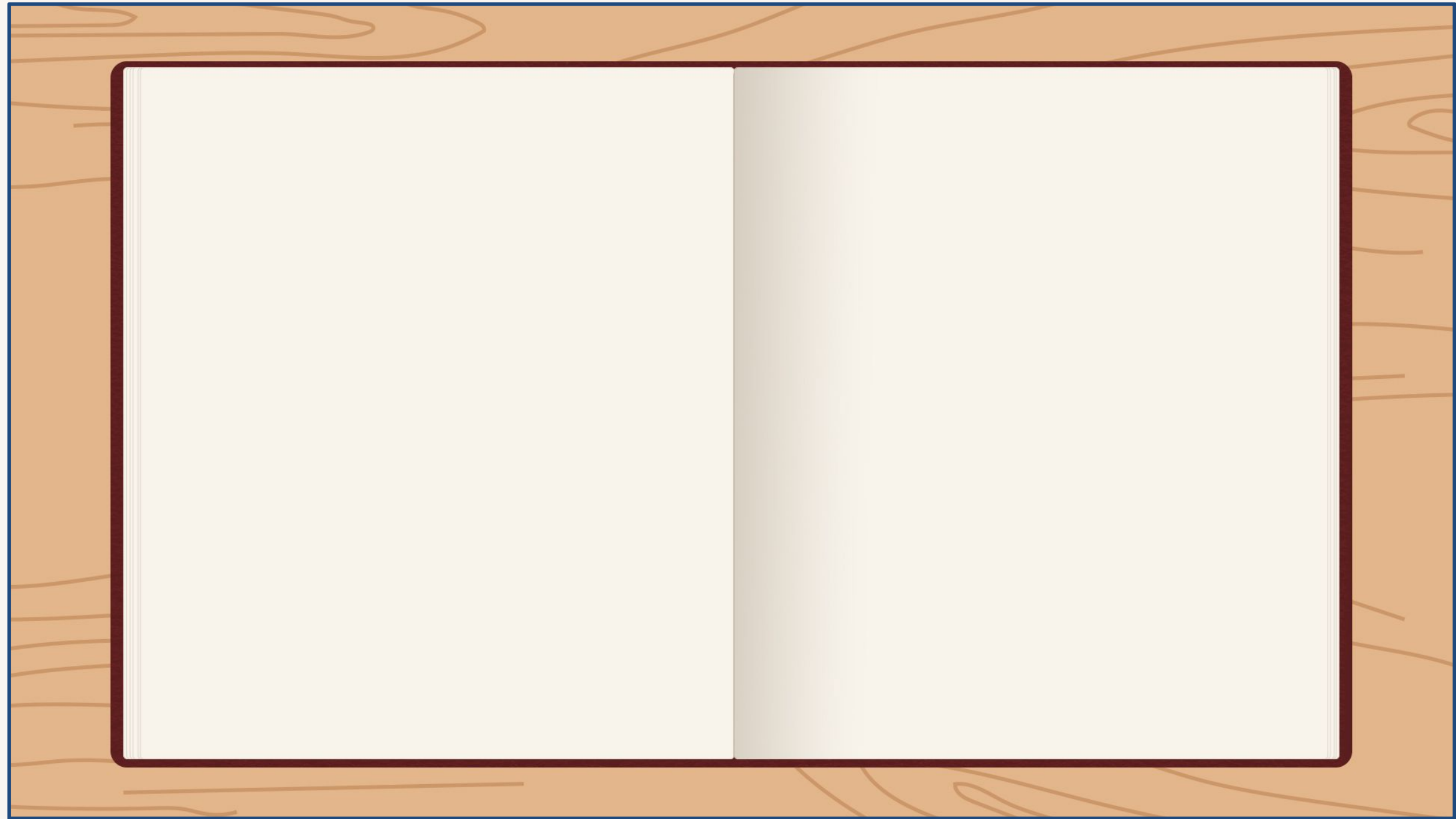
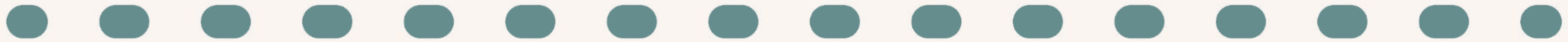


image from Buncee - Poppy Book Review

Día 5

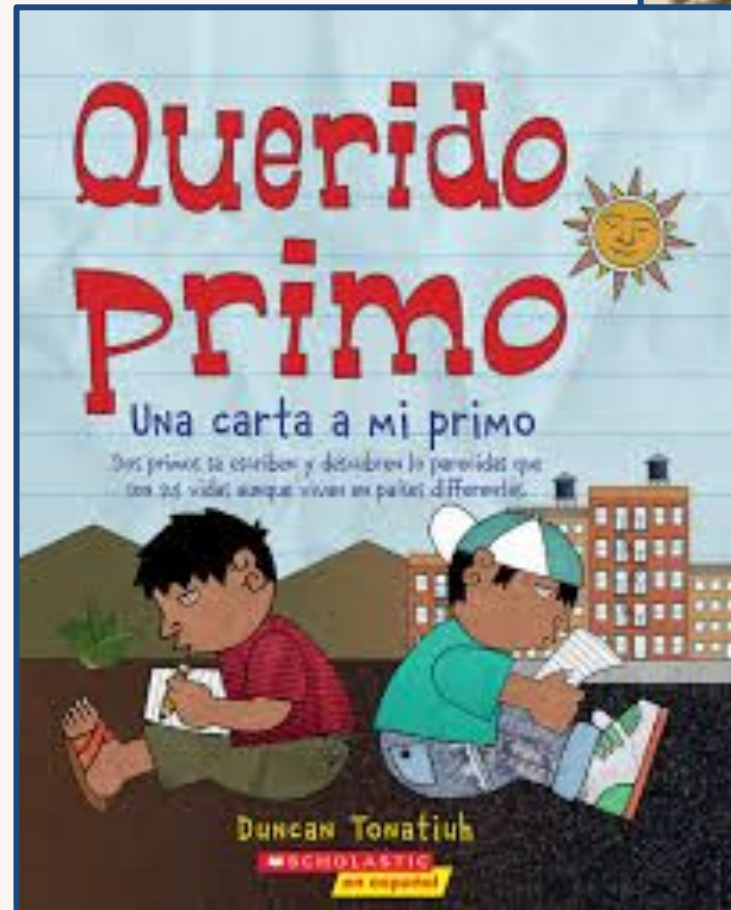


1. Begin with the song *Cómo Soy* by Manu Manzo (HLTP #5) as a cloze (fill-in-the-blank) activity in Canvas. After checking to see if learners could identify the missing words, ask some questions to see if learners understood the main idea/some key details of the text. (HLTP #3) Then, use the song to begin to identify different categories of verbs in the present tense. Use the Flippity manipulatives tool categorize the verbs you and learners identify in the text (HLTP #4).

NOTE: Provide learners with the optional HW task of listening to the song Soy Lo Que Soy on the Lyricstraining website).

2. Ask learners to re-read *Querido Primo* in their small groups and to identify and categorize the present tense verbs they find in the text. (HLTP #4)





El presente con verbos avanzados

Usamos el presente para hablar de nuestra identidad y otras descripciones y acciones en el presente.

Usos comunes del presente:

Acciones en este momento	Hechos generales	Acciones habituales	Para confirmar un plan

Regulares

mandar - to send, mandate
 meter- to insert, get into
 organizar - to organize
 temer - to fear
 pasar - to pass, spend
 recibir - to receive
 dividir - to divide
 encargar - to put in charge
 aprender - to learn

-AR		-ER		-IR	

Irregulares

(yo)
 caber (quepo) - I fit
 saber (sé) - I know
 ver (veo) - I see
 dar (doy) - I give

ser - to be		haber - have + (done...)	
soy	somos	he	hemos
eres	sois	has	habéis
es	son	ha	han
		<i>*hay = there is/there are</i>	
estar - to be		ir - to go	
estoy	estamos	voy	vamos
estás	estáis	vas	vais
está	están	va	van

References/Resources

Glisan, Eileen W, and Richard Donato. Enacting the Work of Language Instruction: High Leverage Teaching Practices. Vol. 1, American Council on the Teaching of Foreign Languages, 2016. E-Book.

Tonatiuh, D. (2010) *Querido primo*. (D. Tonatiuh, illus.) Abrams Books for Young Readers

Bologna, C. (2016, February 4). *29 Gorgeous Photos Show What Families Around the World Have in Common*. Huffpost. https://www.huffpost.com/entry/29-gorgeous-photos-show-what-families-around-the-world-have-in-common_n_56aba5f8e4b077d4fe8dde68

