

WHAT DID THEY SAY?

Performance Standard 28A.E

Describe the action of a story accordingly:

- *Knowledge*: Know the vocabulary and structures for understanding the video selection in the target language and putting the 10 events in chronological order.
- *Comprehension*: Respond with understanding and facility.
- *Communication*: Chronologically organize quotations describing the action of a story after watching a short video segment in the target language. Use the appropriate interpretive strategies to arrange the sentences in chronological order.

Procedures

1. ***In order to understand oral communication in the target language (28A)***, students should experience sufficient learning opportunities to develop the following:
 - Demonstrate comprehension of simple stories, dialogues, and other presentations containing significant visual cues.
 - Arrange sentences about events written in the target language in chronological order.
2. Prepare the assessment task sheet that is to include 10 sentences of dialogue from the video segment the students are to watch. The sentences on the task sheet should not be in chronological order.
3. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
4. Provide each student a copy of the task sheet. Ask students to number the sentences in the order that they hear the quoted statements.
5. Have students view the video segment in the target language, approximately 8 – 10 minutes long.
6. (Optional) Have each student orally explain and justify the chronological order.
7. Evaluate each student's performance using the Foreign Language Rubric as follows and add each student's scores to determine the performance level:
 - *Knowledge*: the chronological order of the sentences was complete and correct: 4 = 10 correct; 3 = 7 – 9 correct; 2 = 5 – 6 correct; and 1 = 1 – 4 correct.
 - *Comprehension*: Execution of the task showed understanding and facility.
 - *Communication*: Interpretive strategies were complete, appropriate and correct.

Examples of Student Work follow

Time Requirements

- 15 minutes

Resources

- A video clip in the target language and a prepared list of quotes from the video segment interspersed with quotes not contained in the segment.
- Foreign Language Rubric

Nombre: _____

4/11/01

CAPITULO 3

- 1. ~~F~~ F Luisa ya tiene una fiesta con su familia el viernes.
- 2. ~~H~~ H ¿Qué fecha es hoy?
- 3. ~~I~~ I ¿El dieciocho de octubre es una fecha importante?
- 4. ~~A~~ A Ay, ¡Qué buena idea!
- 5. ~~D~~ D ¡Caramba! ¡Qué romántico!
- 6. ~~9~~ 9 ¿Cuántos años va a cumplir?
- 7. ~~B~~ B Es una sorpresa para mí también.
- 8. ~~J~~ J A mí me gustan mucho los cumpleaños.
- 9. ~~C~~ C ¿Por que no hacemos una fiesta sorpresa?
- 10. ~~E~~ E Hola, Silvia. ¿Qué tal, Lupe?



2. *Contesta las preguntas. All questions are based on the video for this chapter.*

20/20
1. ¿Cuántos años va a cumplir Luisa?

Luisa va a cumplir diecisiete años.

2. ¿Quién tiene una buena idea?

Silvia tiene una buena idea.

3. ¿Qué van a hacer Silvia y Lupe?

Van a hacer una fiesta sorpresa para Luise.

4. ¿Adónde van Paco y Diego para estudiar?

Van a la biblioteca.

5. ¿Dónde continúan su conversación?

Continúan su conversación en el parque.

6. ¿En qué clase tiene Diego un examen mañana?

Tiene examen en la clase de inglés.

7. ¿Adónde van los dos amigos para comprar música?

Van al centro a la tienda de música (es Discorana).

8. ¿Tiene Luisa grabadora o tocadiscos?

Luisa tiene una grabadora.

9. Entonces, ¿necesita ella discos compactos o cassettes?

Ella necesita unos cassettes.

10. ¿Cuál cassette compra Diego?

Compra Romance, de Luis Miguel.