

NAME \_\_\_\_\_

# Autobiografía

## Español II



### Task

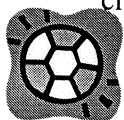
Tell about how you were and what you did as a child using pictures and written Spanish. Write about 4 different time periods from your birth up to now. For each time period, describe yourself and your family using the preterit and the imperfect tenses correctly (correct conjugation and correct selection of tense). Possible time period ideas:

Ideas: Infancy, preschool days, family routines, sporting interests, a week at camp.  
At the end, close with the current time of your life.



### Steps

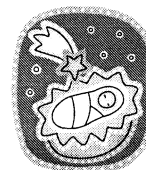
- 1) Find and bring to class 4 pictures of you and others (family, friends). Avoid close-up face shots. Look for event pictures that show a bigger picture of activity.
- 2) For each past time period you need at least 4 ideas about that time, and you need to correctly choose the **preterit and imperfect form** for verbs in each sentence.
  - 1 idea about what you were like (personality, physical description)
  - 2 ideas about what you used to do
  - 1 idea about something that happened to you once during that time.
- 3) For the current picture, you can write more than 4 sentences about how you are now and what you like to do now. Note that because this is how you are now, verbs will be **present tense**. **Avoid progressive! Why?**
- 4) The final product will be mounted on poster board (provided) and will be in color, neat and appeal to the audience. Decorations, beside pictures, can be anything else that says something about you.
- 5) This product will be shared with a group within our class on the due date (\_\_\_\_\_) so you must bring it to class **that day**. It cannot be turned in after school to get full credit.



### Grade:

45 points

- For each picture (4 pictures \* 7 points each picture= 28 points):
  - Accuracy of verb tenses (correct choice of pret/imperfect, subject-verb agreement)
  - Other grammar (correct use of articles, spelling, word order, full sentences, etc)
- Neatness and creativity (4 points)
- Word processing is REQUIRED, you must turn in the poster and a separate simple text version for my corrections.
- Peer review process participation, both giving and receiving reviews 13 points



Have fun,

Make it interesting!

Your peers will rate your:

-ART  
-EFFORT  
-RESULT



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### Peer Review Instructions

*Use a different color pen/pencil than the rough draft.*

Find all verbs and underline them.

For each verb ask these questions:

1. Does it match the subject:  
**Yo vivía** en Nueva York = correct  
**Yo vivíamos** en Nueva Cork = incorrect
2. Does the tense (imperfect or preterite) match the chart on the board?  
**Tuve** 10 años. = incorrect, Age is ALWAYS imperfect.  
**Tenia** 10 años = correct.

Siempre **jugué** beisbol= incorrect, siempre indicates repeated action ☹☹, but verb is preterite •  
siempre **jugaba** beisbol correct, verb is imperfect, matching siempre ☹☹

3. If verb is unknown or you cannot figure out what is being said, ASK!

If all verbs have been examined, then check for other grammar issues.

- do articles match nouns?  
la pelota=correct,  
el pelota=incorrect  
los pelota = incorrect
- spelling (accents too!)
- is word order correct  
el pequeño **niño** = incorrecto  
el **niño** pequeño = correcto
- complete sentences?
- Does it make sense?

Make your comments on the paper and discuss during the time allowed.

All rough drafts will be turned in. Students are given a grade for their peer review corrections as well so take your time and do a careful job. Your partner will appreciate it and you will get a good grade as well.

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**\*\*\*\* TURN THIS SHEET IN WITH YOUR FINISHED PRODUCT \*\*\*\***

Check	Process detail	What you turn in and when.
	<b>Locate 4 pictures</b> of your childhood representing 4 different time periods of your life. Select pictures of events, not faces.	Due:
	Brainstorm things to write about and gather the support vocabulary needed. <b>Concept map complete.</b> Bring to class to share	Due:
	<b>Complete rough draft.</b> Word processing (double spaced) is required. You can have the corrections from your read-aloud and from your peer review on this copy.	Due:
	<b>Read aloud</b> to your parent/guardian. Focus on listening to yourself to find <b>GRAMMAR errors</b> , not pronunciation errors. Reading aloud is a great tool for proofing grammar, in both English and Spanish. <b>Report the error count and get a signature. →</b>	Due: <u>Signature + # corrections</u>
	Peer editing: <ul style="list-style-type: none"> <li>▪ Reviewers give written and oral feedback in Spanish.</li> <li>▪ You must give assigned feedback and answer the question: "¿Qué me interesó ....?"</li> <li>▪ You will <b>get 2 reviews</b> and <b>give 2 reviews</b>.</li> <li>▪ <b>Your signature on other people's papers is part of your grade.</b></li> </ul>	Due In class _____: <b>Save marked up text, signed at the bottom by the reviewer.</b> <b>This is turned in with the final product.</b>
<b>NO ART BEFORE THIS POINT</b>		
	<b>Revise</b> using feedback from the peer review. Create the visual presentation on poster board. Bring to class and share in small groups. Will be posted in the room. <b>Paper clip peer reviews and rough draft</b> to your final product as you turn it in to show that you incorporated feedback correctly.	Due _____. Poster board with pictures, attach review to the poster board

**Objectives:**

1. Student will correctly choose and conjugate preterit & imperfect verbs
2. Student will write complete sentences: Subject + Verb + appropriate predicate.
3. Student will experience the read aloud strategy for error location.
4. Student will utilize peer reviews to gather and apply feedback
5. Student will follow the standard writing process for English writing, but using Spanish.

**Rubric:**

	Criteria	Distribution of points	Comments	Points earned
<b>(32 total points)</b>	<b>accurate verb tenses:</b> * imperfect / preterite * subj. verb agreement	4 pics *(4 ideas) = <b>16 pts</b>		
	<b>Other grammar:</b> * articles * spelling * word order * complete sentences *use of <b>Había</b> for "there was"	4 pics *(3 grammar)= <b>12 pts</b>		
	<b>Neatness and creativity ( 4 points)</b>	Neatness/readability Attractive, creates interest		
<b>Process work (8 points)</b>	<b>Peer review process:</b> *Read aloud/ Parent signature *give & receive reviews *incorporate feedback	<b>8 points total</b> Read aloud Gave and received Used feedback		

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**Overview and Organization- Due \_\_\_\_\_, in class**

Picture 1: \_\_\_\_\_

<b>Requirement</b>		<b>Notes (vocab to use, tense you need, sample sentence)</b>
<b>BackGround</b>	What were you like (personality, physical description)	
	Something you used to do.	
	Another thing you used to do, or a habitual activity.	
Something that happened once.		

Picture 2 : \_\_\_\_\_

<b>Requirement</b>		<b>Notes (vocab to use, tense you need, sample sentence)</b>
<b>BackGround</b>	What were you like (personality, physical description)	
	Something you used to do.	
	Another thing you used to do, or a habitual activity.	
Something that happened once.		

Picture 3: \_\_\_\_\_

<b>Requirement</b>		<b>Notes (vocab to use, tense you need, sample sentence)</b>
<b>BackGround</b>	What were you like (personality, physical description)	
	Something you used to do.	
	Another thing you used to do, or a habitual activity.	
Something that happened once.		

Picture 4: how are you now and what do you like to do

	<b>Notes (vocab to use, present tense, sample sentence)</b>
<b>How are you now</b> <b>Contrast then and now.</b> <b>This is your place to talk about what is important to YOU!</b>	

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**Aprendemos y Escuchamos**

1. ¿Escribe sobre los juguetes que ves en las fotos. ¿Quién tiene un juguete, y que juguete es?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. ¿Quiénes son los niños que hacían algo deportivo? ¿Usan artículos deportivos? ¿Que hacen?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. ¿Quiénes son los niños que viajaron a algún lugar? ¿Que lugar visitaron? ¿Que hicieron en esa lugar?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. ¿Quiénes son los niños más cómicos? ¿Por que?

- primero \_\_\_\_\_
- segundo \_\_\_\_\_
- tercero \_\_\_\_\_
- cuarto \_\_\_\_\_

5. ¿Quiénes son los niños más traviosos?

- primero \_\_\_\_\_
- segundo \_\_\_\_\_
- tercero \_\_\_\_\_
- cuarto \_\_\_\_\_

6. ¿Quiénes son los niños más preciosos?

- primero \_\_\_\_\_
- segundo \_\_\_\_\_
- tercero \_\_\_\_\_
- cuarto \_\_\_\_\_

7. ¿Quiénes son los niños que eran muy distintos de pequeños comparado con ahora?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. ¿Cuales niños tienen fotos con parientes especiales (abuelos, bisabuelos, tíos, primos, hermanos)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. ¿Con quien tienes más cosas en común? Explique por que...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Verbs in the Past	
Preterit	Imperfect
I VERB'ed	I used to VERB I was VERBing
1) Completed action or event ●	1) Ongoing action ∪∪∪ 2) Habitual action ∪∪∪
2) Specific Limited Time [ ]	3) General time ☁
3) Or specific start or time ^ ^	4) Weather 5) Age 6) Time
	7) Describe People/Things ( Pretty, tall, blond) Situations and locations
	8) Physical/Emotional States: sick, happy, mad
<p><b>Rule of WHEN/WHILE</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;"><u>Interrupting Action (pret)</u></span> <span><u>Ongoing or Interrupted action (imperfect)</u></span>  <span style="margin-right: 100px;">↓</span> <span>(Sets the stage for another event)</span> </p> <p> <span style="border: 2px solid black; padding: 2px;">WHEN (preterit)</span> <span style="margin-left: 100px;">I was speaking (<i>imp</i>) <b>WHEN</b> she entered (<u>pret</u>) the room.</span> <span style="border: 2px solid black; padding: 2px; float: right;">WHILE (imperfect)</span> </p> <p> <span style="border: 2px solid black; padding: 2px;">CUANDO (preterit)</span> <span style="margin-left: 100px;"><b>WHEN</b> she arrived (<u>pret</u>) , I was speaking (<i>imp</i>).</span> <span style="border: 2px solid black; padding: 2px; float: right;">MIENTRAS (imp)</span> </p> <p> <span style="margin-left: 100px;">Emperor Nero fiddled (<u>pret</u>) <b>WHILE</b> Rome burned (<i>imp</i>)</span> <span style="border: 2px solid black; padding: 2px; float: right;">MIENTRAS (imp)</span> </p> <p> <span style="margin-left: 100px;"><b>WHILE</b> the kids (<i>imp</i>) studied , mom made (<u>pret</u>).</span> </p>	

Ahora

←  
Visual on the imp pret