

REAL  
WORLD

# ACTIVIDADES

Nombre

This is a true story, about Spanish students, living in the U.S.A. They will explore 8 of the listed activities, and share with their class. This sheet will be collected at the end of the unit. Find out what happens when Spanish **STOPS** being a class. and starts being **REAL!**

Greet each person at the door. Ask them if they like an activity that you like. Record their responses.

Create a Venn Diagram that compares the popular teen activities of a Spanish-speaking country to your life.

Find 2 "anuncio" videos featuring a Spanish-speaking athlete or about an activity. Share the link.

Print a 1 page description about your favorite activity/sport from [es.wikipedia.org](http://es.wikipedia.org). Highlight words you figured out.

Take a selfie playing dominos or chess with a friend. Find out what Spanish-speaking countries also play it.

The whole class speaks in Spanish for one entire class.

Find an infografía in Spanish about an activity you like to do with your family. Figure out 4 new words.

Put a question about activities/sports on a social media site with #dimeenespanol. Get 10 responses.

Have a text conversation in Spanish about what you like & don't like to do with a friend.

Create a collage of 3 or more activities that you like to do. Present it to the class in Spanish in person or as a video ([animoto.com](http://animoto.com), [voicethread.com](http://voicethread.com), etc).

Your idea!

Watch "Me gustas tú" at <http://www.teachertube.com/video/me-gustas-tu-84228>

Make up a new verse for the song or record yourself playing the chorus on an instrument.

Experience culture! Go to an event that has a Hispanic influence. Explain what you learned and connect it to your interests. Possibilities: soccer game, salsa dance class, museum exhibit with Spanish art, festival/parade, Flamenco show.



This is an authentic homework that the students work on during the unit. These are adapted to match different Multiple Intelligences and give students choices. We find that this creates a homework that students end up enjoying and spend more time on. This also can be a “When you are finished” activity for students that are finished early.

For more information read “Real World Homework” <http://creativelanguageclass.com/2012/02/14/real-world-homework/>

Here are some tips for each one:

1. Being the greeter gives them an opportunity to practice asking/answering questions. One option is that they ask everyone the same questions like “Do you like to watch movies?” If they record the answers, then they can report their findings. Maybe there could be a paper by the door for them to record their findings. Ex. Sara - Ver películas: 22 Sí, 8 No
2. You can assign a country to each student so there is a variety. These can be easily hung on wall or be used to make a bulletin board. <http://creativelanguageclass.com/2012/02/06/shake-up-their-routine-with-new-names/> <http://creativelanguageclass.com/2012/09/25/passport-needed/>
3. When they look on Youtube for the ads, they should search for it in the target language to get a result in the language.
4. Example: I like volleyball, so I will search “voleibol” on es.wikipedia.org. This will hopefully teach them some words in context about what they are interested in.
5. This can be any game that has a Hispanic connection. You can add other options.
6. A nice challenge to encourage them to try!
7. We talked about how many of these can be put on a school blog or Edmodo instead of printing.
8. Social Media like facebook, twitter and instagram. They can screenshot to show you proof. Or you can ask that they connect to you if you are on one.



9. If a student doesn't have a phone, they can do a hand-written note or even record a conversation.
10. This collage can be used as an assessment. You can change the mode that they present it.
11. Whatever they think of! Some like to reuse ideas from previous ones.
12. For Spanish, an appropriate version of the "Me gustas tú" song is on Teachertube.com. You can show the song in class. They can use an instrumental version of a pop song and put Spanish lyrics.
13. We want them to experience culture in any way possible. Whenever possible, announce cultural events that are happening in your community to give them ideas.

Other options not included above:

Print 5 flyers for an event. Search for the activity in Spanish on Google images.  
Example: "fútbol sábado"

Color a picture by a Hispanic artist. Describe the picture, write the name of the art work and a little about the artist. Option: [www.enchantedlearning.com](http://www.enchantedlearning.com)

Give "artsy" students an option to make a color-sheet for the class by tracing and drawing in black ink. Now I have these available for others instead of them having to find on the Internet. I make sure they put their initials and I lead them to find paintings that have something to do with the unit (Frida self portrait for descriptions, Dalí's floating table for food, Tres músicos by Picasso for activities, etc.).

