

The materials are below and available here, too:

<https://www.dropbox.com/scl/fi/ohtpntdhcf4leuxdr6n6x/IPAs-for-Spanish-1-1.docx?rlkey=yuzt8vulud54lbqa15djgev35&st=1juukawv&dl=0>

IPA: Personal Identity/Meeting and Greeting

Theme: Introducing myself and others in Spanish

Proficiency Target: Novice Mid

### **Interpretive Task (Reading)**

Task: Read a short profile about a classmate from a Spanish-speaking country.

Sample Text:

“Hola. Me llamo Valentina. Soy de Colombia. Soy simpática y estudiosa. Tengo catorce años. Me gusta leer y escuchar música. No me gusta correr.”

Student Tasks:

- What is the student’s name?
- Where is she from?
- List two things she likes and one she does not like.
- What adjective does she use to describe herself?

Support: Provide a glossary of 8–10 key words and a T/F format with visuals if needed.

### **Interpretive Task (Listening)**

Task: Listen to short audio clips or watch a video introduction.

Some video choices:

Student Tasks:

- Write the person’s name and origin.
- Check off 2 personality traits or likes mentioned.

- Fill in one blank from a guided sentence:  
“Se llama \_\_\_\_\_. Es de \_\_\_\_\_.”

## **Interpersonal Task (Speaking)**

Task: Have a mini-conversation (Citas Rápidas format) with a classmate.

Prompts:

- ¿Cómo te llamas?
- ¿De dónde eres?
- ¿Cómo eres?
- ¿Qué te gusta hacer?
- ¿Cuál es tu número de teléfono?

Student Task:

- Interview at least 3 classmates and record answers in a chart.
- Respond to each question and ask back.

Assessment: Use a simple speaking rubric (e.g., comprehensibility, fluency, vocabulary use, participation).

## **Presentational Task (Writing)**

Task: [Write a short “About Me” paragraph in Spanish.](#)

Prompt: Use full sentences to include the following:

- Your name
- Where you're from
- 2 personality or physical traits
- 2 things you like or don't like to do
- One extra: age, favorite day, favorite class, etc.

Checklist:

- 5-7 complete sentences
- Use of “ser,” “gustar,” and at least one adjective
- Correct capitalization and punctuation

- Word bank or sentence starters for support

## **Optional Cultural Extension**

Task: Compare introductions or naming traditions in Spanish-speaking cultures vs. your own.

Examples:

- Double last names
- Greeting with kisses or handshakes
- Importance of formal/informal speech

Product: Short Google Slide, poster, or oral report (1–2 minutes).

## **Can-Do Goals Recap:**

**I can introduce myself and others.**

**I can say where I am from.**

**I can describe myself and others with basic adjectives.**

**I can ask and answer simple questions about identity.**

**I can write a short personal description.**

# **IPA 2: La vida escolar / School Life**

Theme: School life and routines in the U.S. and Spanish-speaking countries

Proficiency Target: Novice Mid

PART 1: Interpretive Communication (Reading & Listening)

Option A – Reading:

Students read a short paragraph or schedule about a student from a Spanish-speaking country.

Sample Text:

“Hola. Me llamo Camila. Soy de Colombia. Tengo clases de matemáticas, ciencias, inglés y educación física. Mi clase favorita es ciencias. Tengo matemáticas a las

ocho.”

Here’s another:

Texto extendido (Nivel: Novice Mid):

Hola. Me llamo Camila y soy de Madrid, España. Tengo catorce años y estudio en una escuela secundaria. Me gusta mucho ir a la escuela porque veo a mis amigos y aprendo cosas nuevas.

Mi horario escolar es interesante. Por la mañana, tengo la clase de matemáticas a las ocho. Después, tengo ciencias a las nueve y media. Es mi clase favorita porque hacemos experimentos y el profesor es muy simpático. A las once, tengo inglés. Es un poco difícil, pero me gusta leer en inglés.

Por la tarde, almorzamos en la cafetería. Me gusta comer arroz con pollo. Por la tarde, tengo educación física. Jugamos fútbol o corremos en el parque de la escuela. También tengo arte los viernes, y me encanta dibujar.

En mi mochila tengo mis cuadernos, lápices, una calculadora y una botella de agua. Uso mi computadora para algunas tareas también. ¡Me encanta mi escuela!

Comprehension Tasks:

- What is the student’s name?
- Where is she from?
- What are two classes she takes?
- What time does she have math?
- Which class is her favorite?

Option B – Listening:

Students listen to an audio of a native speaker talking about their school day. (Audio can be teacher-recorded or taken from a trusted authentic platform like Spanish Playground, ELEInternacional, etc.)

Here’s one I recorded:

<https://www.dropbox.com/scl/fi/7whp8sro01n0343bv49yy/IPA-sp1u2.m4a?rlkey=d3cdtv00fc5atqb44nm1mwsq4&st=xuco40x7&dl=0>

Here’s one I found:



# Horarios de Clases

## 8° EGB "A"

Tutora: Leda. Johanna Maribel Valencia Herrera

	Lun	Mar	Mie	Jue	Vie
14h45	Lengua y Literat.	Matemáticas	A. Lectura	Inglés	Lengua y Literat.
15h25	Lengua y Literat.	Matemáticas	Matemáticas	Inglés	Lengua y Literat.
16h05	E. Sociales	Ed. Física	Matemáticas	C. Naturales	Emprendimiento
16h45	<b>R E C E S O</b>				
17h05	Robótica	Inglés	E. Sociales	O. Vocacional	C. Naturales
17h45	Ed. Cul. y Artística	Inglés	E. Sociales	A. I. del Aula	C. Naturales
18h25	Matemáticas	Matemáticas	Emprendimiento	Ed. Física	E. Sociales
19h05	C. Naturales	Lengua y Literat.	Ed. Cul. y Artística	Lengua y Literat.	Inglés

**Nota:** Las materias asincrónicas se darán a partir de la sexta hora donde subirán todas las actividades académicas. / **Salida:** 18h25

### Tasks:

- Match times to subjects heard.
- Answer true/false about the schedule.
- Circle the correct class supplies mentioned.

### PART 2: Interpersonal Communication (Speaking or Writing)

Prompt: You meet a student from another country. Take turns asking and answering about your school day, what classes you take, and what time you have them.

#### Option A - Speaking Pairs:

- ¿Cómo te llamas?
- ¿De dónde eres?
- ¿Qué clases tienes?
- ¿A qué hora tienes la clase de español/matemáticas/etc.?
- ¿Cuál es tu clase favorita?

### Option B – Writing Exchange:

- Write a short message or email introducing yourself and describing your schedule. Include at least 3 classes and what time you have them.

### PART 3: Presentational Communication (Speaking or Writing)

#### Option A – Oral Presentation:

Create a short oral presentation comparing your school with one in a Spanish-speaking country. Use visuals to support your description.

#### Suggested Topics:

- Number of classes
- Time school starts and ends
- Favorite subjects
- Lunch or recess routines

#### Option B – Writing:

Write a short paragraph about your school day. Include:

- Your school name
- Your classes and schedule
- One thing you like and one thing you don't like about school

#### Rubric Categories:

- Comprehension accuracy (Interpretive)
- Use of vocabulary (Interpersonal & Presentational)
- Grammar control (Presentational)
- Pronunciation or spelling clarity (as applicable)
- Completion of task & creativity

Here are some more schedules: [Authentic\\_School\\_Schedules](#)

#### Cultural Comparison Extension (Optional):

Write or talk about how your school is different from schools in Mexico or Spain. Use simple comparison phrases:

- En mi escuela...

- En España, los estudiantes...
- En mi escuela hay...
- En México, los estudiantes comen...

Can-Do Goals Recap:

I can talk about my school schedule.

I can ask and answer questions about classes.

I can describe classroom items and routines.

I can compare school life in Spanish-speaking countries with my own.

## **IPA 3: La familia y las descripciones**

Theme: Family, appearance, and personality

Proficiency Target: Novice Mid to Novice High

### **Interpretive Reading Task:**

Title: "Mi familia"

Read the following short description and answer the questions.

"Hola. Me llamo Carla. Vivo en Lima, Perú. Tengo una familia grande. Mi madre se llama Laura. Ella es simpática y trabajadora. Mi padre se llama Miguel. Él es alto, serio y muy inteligente. Tengo un hermano que se llama Luis. Él es divertido y tiene el pelo corto. También tengo una mascota. Es un perro y se llama Coco. Coco es pequeño, negro y muy travieso."

Comprehension Questions:

1. ¿Dónde vive Carla?
2. ¿Cómo es su madre?
3. ¿Cómo se llama su padre?
4. ¿Cómo es su hermano?
5. ¿Cómo se llama su mascota?
6. ¿Qué color es su perro?

## **Interpretive Listening Task:**

Instructions: Listen to your teacher or an audio recording describing three different people and their pets. Take notes on their names, appearance, and personality traits. Then match each person to a description.

I suggest doing these like a traditional “dictado”. You should personalize this and make it about your life where possible and what you might want to share. Write a paragraph about yourself. Read it to them several times. Ask lots of comprehension questions.

Celebrities make for fun choices, too. Again, it should be very relevant to their lives, so selecting the person will depend on what is popular with a particular group at a specific time.

Check out the Spanish-speaking people post here:

<https://reallifelanguage.com/spanish-speaking-famous-figures-hot-seat-and-reading/>

There are lots of ready-make selections and questions.

(Teacher will say descriptions like: “Ana tiene un gato blanco. Ella es creativa y simpática.”)

Matching Activity: Students receive four descriptions and match to audio clips.

Video ideas:

## **Interpersonal Speaking Task:**

Instructions: Talk with a partner. Ask and answer questions about your families using the following prompts:

- ¿Tienes hermanos?
- ¿Cómo es tu madre/padre?
- ¿Cuántos años tiene tu abuela?
- ¿Tienes mascotas? ¿Cómo son?
- ¿Cómo eres tú?

Goal: Ask and answer at least five questions each. Use “tener” and “ser” correctly.

## **Presentational Writing Task:**

Prompt: Describe your family in a short paragraph. Include:

- Who is in your family (at least 3 members)
- What they look like
- Their personalities
- Whether you have a pet and what it's like

Sentence Starters:

- En mi familia hay...
- Mi madre/padre es...
- Mi hermano/hermana tiene...
- Yo tengo un perro/gato...

Rubric Criteria:

- Includes 3+ family members
- Uses “ser” and “tener”
- Correct adjective agreement
- Describes at least 1 pet

## **Presentational Speaking Task:**

Instructions: Create and present a mini-poster or slide about your family. Include:

- Pictures (drawn or printed)
- Names and relationships
- Physical/personal descriptions
- A sentence for each person

Example:

“Este es mi hermano. Se llama Mateo. Él es bajo y gracioso. Tiene el pelo corto y los ojos marrones.”

Optional Extension: Present to the class or in small groups.

## **Can-Do Goals Recap:**

I can describe my family members and their personalities.

I can describe what people and pets look like.

I can understand simple written and spoken descriptions of families.

I can ask and answer questions about family members.

# **IPA 4: Hobbies and Pastimes**

Theme: Talking about hobbies, sports, and weekend activities in the U.S. and Spanish-speaking cultures

Proficiency Target: Novice Mid

## **Integrated Performance Assessment Overview**

### **Interpretive Task (Reading)**

Task: Read a short schedule or social media post in [Spanish](#) that describes someone's weekend activities.

Example Text:

“Hola. Me llamo Mateo. Los fines de semana, me gusta jugar al fútbol, ver películas con mis amigos y tocar la guitarra. Los domingos por la mañana, corro en el parque con mi perro.”

Student Task:

- Identify 3 activities Mateo likes to do.
- What day does he run in the park?
- True/False: Mateo plays the piano.

Scaffold: Use a glossary or matching vocabulary bank for support.

## Interpretive Task (Listening)

Task: Listen to a native speaker or watch a video about weekend plans.

Resource:

<https://youtu.be/GZMn-e7IsT4?si=T05V9EnOuDlwIYMV>

Try this text conversation:

Sofía: Este fin de semana quiero descansar. Tengo muchos exámenes esta semana. El sábado por la mañana voy a dormir mucho y después voy a caminar en el parque con mi perro.

Lucas: ¡Qué bueno! El sábado voy a visitar a mis abuelos. Ellos viven en el campo. Voy a ayudar en el jardín y voy a almorzar con ellos.

Marta: El sábado por la noche voy al cine con mis primos. Vamos a ver una comedia. El domingo voy a estudiar un poco y limpiar mi cuarto.

Sofía: ¿Quieren salir el domingo por la tarde? Podemos comer helado o andar en bicicleta.


Lucas: ¡Buena idea! Va a hacer sol.

Marta: ¡Perfecto! Nos vemos a las tres en la heladería.

Here is an easier version between two people:

●●●○○ Sprint LTE

4:08 PM

75% 

 Messages

**Sofía**

Details

Este fin de semana quiero descansar. Tengo muchos exámenes esta semana. El sábado por la mañana voy a dormir mucho y después voy a caminar en el parque con mi perro.

¡Qué bueno! El sábado voy a visitar a mis abuelos. Ellos viven en el campo. Voy a ayudar en el jardín y voy a almorzar con ellos.

¿Quieren salir el domingo por la tarde? Podemos comer helado o andar en bicicleta.

¡Buena idea! Va a hacer sol.



iFakeTextMessage.com



Student Task:

- List two activities you hear/read.
- Write one sentence in English describing the speaker's plans.

## **Interpersonal Task (Speaking)**

Task: Partner conversation about weekend hobbies

Prompt:

- ¿Qué te gusta hacer los fines de semana?
- ¿Juegas a deportes?
- ¿Prefieres ver películas o salir con amigos?
- ¿Qué haces los sábados por la noche?

Student Task:

- Conduct and respond to 3-5 interview questions.
- Record or perform with a partner.

## **Presentational Task (Writing)**

Task: Write a paragraph about your weekend hobbies and interests

Prompt:

Write 5-7 sentences describing:

- What you like and don't like to do
- When you do each activity (e.g., "por la tarde", "los domingos")
- Any sports or music you enjoy

Checklist:

- Include at least 3 activities.
- Use [gustar and at least one -er or -ir verb.](#)
- Include one time phrase.

## Optional Cultural Extension

Task: Research a popular sport or pastime in a Spanish-speaking country

Examples:

- Fútbol in Mexico
- Tango in Argentina
- Baseball in the Dominican Republic

Output: Create a mini-poster, paragraph, or presentation comparing the activity with a U.S. pastime.

## Can-Do Goals Recap:

I can talk about what I like and don't like to do.

I can describe common pastimes and weekend activities.

I can ask others about their interests.

I can understand a simple schedule or description of someone's free time.

## IPA 5: Talk About Food

Task: Watch a video on school lunches from around the world.

Resources:

Questions:

1. ¿Cuáles son tres comidas que ofrece el menú?
2. ¿Cuáles comidas crees que son saludables? ¿Por qué?
3. ¿Qué postre hay?

Interpretive Listening

Task: Watch a short video or audio clip about someone talking about their favorite foods or meals in Spanish. <https://youtu.be/Hn5Mk8yDDb8?si=SZSA-EmvfQThmees>

Questions:

1. ¿Cuál es su comida favorita?
2. ¿Qué bebida prefiere?
3. ¿Le gusta la comida dulce o salada?
4. ¿A qué hora come el almuerzo?

## **Interpersonal Speaking or Writing**

Task: Talk with a classmate or respond to a teacher prompt in Spanish.

Scenario: You are planning a meal together.

- ¿Qué te gusta comer para el desayuno?
- ¿Prefieres carne o pescado?
- ¿Qué frutas te gustan?
- ¿Qué vas a comer este fin de semana?

Alternate (Writing): Respond to a partner's food preferences in writing using the same prompts.

## **Presentational Writing or Speaking**

Task: Create a menu and describe a restaurant meal in Spanish.

Option A: Writing

- Create a fictional restaurant menu (include 3 meals, 2 drinks, 2 desserts).
- Write 5+ sentences describing what you like and what you want to order.

Option B: Speaking

- Present your menu to the class or in a small group.
- Say what your restaurant serves and what you recommend.

## **Assessment Rubric (Brief Overview)**

Skill	Exceeds Expectations	Meets Expectations	Approaching	Needs Improvement
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Interpretive	Understands all key info and makes inferences	Understands key info	Understands some info	Struggles with comprehension
Interpersonal	Engages fully with detail and clarity	Responds clearly and stays on topic	Responds with some hesitation	Limited or off-topic responses
Presentational	Clear, organized, detailed	Clear and mostly organized	Some clarity, needs structure	Incomplete or hard to understand

## IPA 6: Daily Routines

Essential Questions:

- ¿Cómo varían las rutinas diarias según la cultura?

Can-Do Statements:

- Puedo hablar sobre mi rutina diaria.

### Interpretive Task: Read and Listen (Receptive Mode)

Context: You are exploring how people live and go about their day in Spanish-speaking countries.

Tasks:

1. Read a paragraph where someone describes their daily routine at their home.

OR

2. Read about daily routines in a Spanish-speaking country.
3. Take notes to do the task.

### Mi rutina diaria

Hola, me llamo Marcos y esta es mi rutina diaria.

Me despierto a las seis y media de la mañana. Me levanto, me ducho y me cepillo los dientes. Luego, me visto y desayuno con mi familia. A las siete y media, voy a la escuela.

En la escuela, estudio, hablo con mis amigos y almuerzo a las doce. Después de las clases, regreso a casa a las tres.

Por la tarde, hago la tarea y ceno con mi familia. A veces miro la televisión o escucho música. Me acuesto a las diez y me duermo rápido.

Sample Comprehension Questions:

- ¿A qué hora se despierta la persona?
- ¿Qué habitaciones menciona?
- ¿Dónde está el perro?
- What is different about the homes compared to yours?

Some video choices:

<https://youtu.be/QBuh64ZaWEg?si=czThlx7dviHTUTDK>

## **Interpersonal Task: Interview and Compare (2-Way Speaking or Writing)**

Context: You are getting to know a classmate's routine and home.

Tasks:

1. Interview a partner using prepared questions. (Use the [chat mat](#) for support.)
2. Ask about their routine and their house.
3. Write a short comparison paragraph.

Sample Questions:

- ¿A qué hora te levantas?
- ¿Te duchas por la mañana o por la noche?
- ¿Cómo es tu casa?
- ¿Qué haces en tu dormitorio?

Follow-up Task:

Write 4-6 sentences comparing routines and houses. Use complete sentences and vocabulary from the unit.

A Day in My Life (Writing or Video)

1. Create a presentation or video describing your daily routine.
2. Include at least 6 [reflexive verbs](#).
3. Mention where you are during the day using *estar* + preposition.
4. Add cultural comparisons if possible.

### **Rubric Categories (Novice Mid to High)**

- Comprehensibility (understood by a sympathetic reader/listener)
- Vocabulary Usage (unit-specific words)
- Grammar Accuracy (reflexive verbs)
- Task Completion (all parts addressed)
- Cultural Understanding (comparison and insight)

## **IPA - Unit 7: Weather & Seasons**

### **Performance Goals (Can-Do Statements)**

- I can describe the weather and seasons.
- I can say what people wear or do based on weather.
- I can express preferences about seasons and weather.

### **1 Interpretive Task**

Title: *Weather Around the World*

Mode: Reading / Listening

Resource Options:

- [El Tiempo](#)
- Authentic weather reports or student-made TL videos

Task:

You are planning a trip and reading or watching weather forecasts for two Spanish-speaking cities.

Instructions:

- Read or listen to two forecasts from different regions (e.g., Madrid & Bogotá).
- Answer comprehension questions in English or Spanish:
  - What is the temperature?
  - What kind of weather is there (rain, sun, snow)?
  - What season is it?
  - What should someone wear?
  - Are there any cultural celebrations or seasonal notes mentioned?

Assessment Focus:

Identify key weather terms, time expressions, and vocabulary related to climate.

## 2 Interpersonal Task

Title: *Planning an Outfit & Activity*

Mode: Speaking (Pairs)

Task:

You and your partner are deciding what to wear and what to do this weekend. You'll talk about:

- The weather in your town
- What you'll wear
- What you want to do

Instructions:

- Use weather expressions (hace, hay, está) and clothing vocabulary
- Include at least 1 "yo" verb (salgo, hago, pongo) in your conversation

Sample Prompts:

- ¿Qué tiempo hace?
- ¿Qué llevas cuando hace frío?
- ¿Qué haces cuando hace calor?
- ¿Prefieres el verano o el invierno?

Assessment Focus:

Spontaneity, vocabulary usage, accurate verb forms, clarity, and interaction.

### **3Presentational Task**

Title: *Weather & Clothing Fashion Report*

Mode: Writing or Speaking

Task:

Choose a destination and season. Write or present a mini fashion report describing:

- What the weather is like
- What someone wears
- What people do in that weather
- Your opinion on that season

Instructions:

- Include weather expressions and clothing
- Use at least two irregular “yo” verbs in context
- Present or submit 5+ sentences

Sentence Starters:

- En (ciudad), en (estación), hace...
- La gente lleva...
- Yo pongo...
- Prefiero el/la... porque...

### **Optional Extension: Cultural Comparison**

Prompt: Compare weather and traditions in two Spanish-speaking regions.

Format: 1-paragraph writing or 1-minute oral presentation

Example: Compare winter traditions in Mexico vs. Spain. Use cultural input from websites or past lessons.

### **Rubric Suggestions**

Use a simple rubric aligned to:

- Interpretive: Comprehension accuracy
- Interpersonal: Fluency, vocabulary, interaction
- Presentational: Grammar, structure, cultural relevance

I always suggest keeping the focus on communication and give most feedback on errors that impede comprehensibility.

## **IPA 8: Community & Places in Town**

### **Proficiency Range: Novice High**

### **Themes: Places, Directions, Community, Transportation, Real-Life Application**

#### **Essential Questions**

- How do I talk about my community and where things are?
- What are common places and activities in a town?

Interpretive Task: Real-World Resource Reading

Task: Students interpret a real metro map from Madrid (or other city site) and answer questions in English or Spanish.

Materials:

- [Madrid Metro Map](#)

Prompts:

1. ¿Dónde está la estación más cercana al Museo del Prado?
2. ¿Cómo vas de Sol a Chamartín? (líneas y transbordos)
3. ¿Qué línea va al aeropuerto?
4. What do you notice about the public transportation system in Madrid?

Assessment Criteria:

Understands location and movement

Identifies public spaces and basic metro vocabulary

Shows cultural awareness of urban transportation

## **Interpersonal Task: Partner Dialogue**

Task: Students conduct a spontaneous or semi-scripted conversation using a community map (real or created), including:

- Asking where things are
- Giving directions using prepositions
- Describing weekend plans using “ir a” + place + transport

Sample Prompts:

- ¿Dónde está la biblioteca?
- ¿Cómo llego al parque desde la panadería?
- ¿Adónde vas este fin de semana? ¿Cómo vas?

Support:

- Chat Mats: *En mi barrio, ¿Cómo vas...?*
- Preposition/direction word bank

Assessment Criteria:

Maintains a basic conversation

Uses correct verb forms (ir a) and prepositions

Responds appropriately and clearly

## **Presentational Task: Writing About My Community**

Task: Students write a short paragraph (6-10 sentences) about their community and routines, describing where they go, how they get there, and what they do.

Prompt:

Describe your community and what you do there. Include:

- 3+ places in your town
- Transportation you use

- Activities you do
- Prepositions of location (e.g., “al lado de”, “cerca de”)

Optional Extension: Draw and label a map of your neighborhood to present with your paragraph.

Sample Sentence Starters:

- En mi comunidad hay...
- Yo voy a...
- Está cerca de...
- Los fines de semana, yo...

Assessment Criteria:

Uses relevant vocabulary and grammar (ir a, prepositions, regular verbs)

Expresses complete ideas clearly

Incorporates personal and cultural elements

### Rubrics Overview (simplified, customize):

Skill	Exceeds	Meets	Approaching	Beginning
Interpretive	Insightful answers & cultural notes	Accurate info from text/map	Some errors or misreads	Limited comprehension
Interpersonal	Fluent, varied, interactive	Accurate, clear, complete	Basic with hesitation	Fragmented
Presentational	Well-organized, rich language	Correct, clear, relevant	Some grammar or vocab issues	Underdeveloped ideas

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