Los pasatiempos

THEME OVERVIEW

Tema 4 • Los pasatiempos

4B ¿Quieres ir conmigo?

Grammar: the verb ir; interrogative words
Cultural Perspectives: leisure activities in the Spanish-speaking world

Materials: construction paper, magazines, scissors, glue, colored markers

Sequence: (suggestions for when to do each step appear throughout the chapters)

STEP 1. Review instructions so students know what is expected of them. Hand out the “Theme 4 Project Instructions and Rubric” from the Teacher’s Resource Book.

STEP 2. Students look at examples of entertainment guides on the Internet or in their local newspaper. They then brainstorm what to include in their guide.

STEP 3. Students submit a rough sketch of their guide. Return the sketches with your suggestions.

STEP 4. Students create layouts on construction paper. Encourage students to work in pencil first, before gluing magazine clippings or drawing illustrations and writing the content of the guide.

STEP 5. Students submit a draft of the information in their guide. Note your corrections and suggestions, then return the drafts to students. For additional oral practice, students use their guides to invite a partner to one of the events.

STEP 6. Students complete and present their guide to the class, describing each of the events featured.

Options:
1. Students write and act out a script for a television entertainment show describing upcoming events.
2. Students make a collage of their favorite leisure activities and write a paragraph about when and where they do them.

Assessment:
Here is a detailed rubric for assessing this project:

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of planning</td>
<td>No written draft or layout created</td>
<td>Draft was written and layout created, but not corrected</td>
<td>Evidence of corrected draft and layout.</td>
</tr>
<tr>
<td>Use of illustrations</td>
<td>No photos or illustrations included</td>
<td>Photos or illustrations were included, but layout was unorganized</td>
<td>Guide was easy to read, complete, and accurate.</td>
</tr>
<tr>
<td>Poster/Presentation</td>
<td>Guide and presentation include little of the required information.</td>
<td>Guide and presentation include most of the required information.</td>
<td>Guide and presentation include all of the required information.</td>
</tr>
</tbody>
</table>

Activities outside of school and invitations
Vocabulary: leisure activities; feelings; expressions for extending, accepting, and declining invitations; expressions to tell when something happens
Grammar: ir + a + infinitive; the verb jugar
Cultural Perspectives: opinions on after-school activities
**Tema 4**

**Bulletin Boards**

**Theme:** Tiempo libre

Ask students to cut out, copy, or download photos of buildings and outdoor locations in Spanish-speaking countries and people engaged in leisure activities. Cluster photos of activities around photos of places where the activities might take place.

**Bibliography**


**Hands-on Culture**

**Craft:** Migajón

*Migajón* is the soft part of bread. It is used throughout Latin America as the base for a modeling material to create decorations and miniature toys.

**Materials:**
- 2 slices of white bread per student
- 2 tablespoons of white glue per student
- acrylic paints
- paint brushes

**Steps:**
1. Trim the crust from the bread and tear it into pieces.
2. Knead the glue into the bread. Continue to work the bread until the stickiness disappears and it becomes clay-like.
3. Shape the *migajón* into a small figure, such as an animal, car, or flower.
4. Set the figure aside for two to three days to let it air dry and become hard.
5. Decorate the figure with paint.

**Internet Research**

Use the keywords to find more information.

**44 Keywords:**
- Old San Juan; Pilsen, Chicago; Morazán; Andean music

**48 Keywords:**
- Paralympics, Sergio García, Lorena Ochoa Reyes, Rebecca Lobo

**Game**

**Pregúntame**

Play this game after you present Gramática: Asking questions in Capítulo 4A.

**Players:** the entire class

**Materials:** paper, pens, 2 paper bags

**Steps:**
1. Write all the question words and phrases from the Gramática on the chalkboard.
2. Divide the class into two teams. Teams write 11 sentences that would answer questions using the words and phrases from the board. Teams write one sentence for each question word or phrase.
3. Collect the strips of paper and place them in two paper bags, one for each team.
4. Toss a coin to determine which team begins the game.
5. Draw a sentence from the Team 1 bag and read it aloud. Students from Team 2 have ten seconds to confer, then ask a question the sentence would answer. If the question is correct, Team 2 earns a point. If more than one question is possible, Team 2 may ask a second question to earn another point.
6. Repeat step 5 for the other team.
7. The winner is the team with the most points after both bags have been emptied.

**Variation:** You write the sentences, making some of them simple and others more complex. Begin play with the simple sentences and progress to the more complex ones.