



Teacher Welcome for 2016-2017

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Ms. Turriff's Education

High School
Kaukauna

University
UW- Stevens Point
Degree: Bachelors of Arts- Spanish

Graduate University
University of Southern Mississippi
Morelia, Michoacán, MX
Masters in the Teaching of Languages (MATL)

Ms. Turriff's experiences with Language and Travel:

Travel and home-stay while I was in high school Ciudad Real, Spain

Semester abroad during college
Valladolid, Spain

Summers during graduate school
Morelia, Mexico

*Travel with students / Mexico, Costa Rica, Spain

Adjunct Instructor for the University of Oshkosh & the University of Concordia-Appleton

I Believe in Foreign Languages

I believe that in learning to speak languages other than our mother tongues, we find our "better selves" in the words and worlds of others.

I covet world languages, their mysterious sounds, fascinating words, and the difference that they present to the world that I know. Other languages promise not just other worlds beyond my home, but a way of being someone other than who I am.

There are many pleasures in knowing another language-- the warmth of a stranger's face when you answer in her mother tongue, books as their authors wrote them, songs and films without liner notes and subtitles.

But there's also the joy of thinking and being in another language.

There is a moment when you forget which language you're speaking or hearing, because the native tongue and the adopted one have ceased to be marked as such in your mind.

Their merging, signals the end of translation, and the beginning of creation.

In your adopted tongue, you tend to listen more, and talk less.

You think about the way the language works; admire its elegance and economy.

You marvel at how a five-year old native speaker fearlessly employs a tense or mood you find daunting, because, in truth, you too have become a child again in your adopted language.

You and your second language grow together, through youthful exploration and awkward adolescence, into the heady freedom of adulthood.

I believe that you are reborn in another tongue -- in a language that was not given to you, but chosen, and earned.

LEVEL 6 – CAPP 204 STUDENTS -

<https://www.uwosh.edu/capp>

The financial savings for taking CAPP Spanish can be significant, as many universities will grant 11 credits retroactively when a student receives a grade of B or greater in addition to the 5 credits for the course.

WILL CAPP CREDITS TRANSFER TO THE UNIVERSITY I PLAN TO ATTEND?

Because each university is different, you must check to find out! (See below)

- Credit transfer
<https://www.uwosh.edu/capp/students/transferringcredits>
- University of Wisconsin schools
<https://www.wisconsin.edu/transfer/>
<https://www.wisconsin.edu/transfer/wizards/>
- Private and Out-of-State Schools
<http://www.uwosh.edu/capp/internal-documents/credit-recognition-1>

CAPP Spanish 204 Course Eligibility Guidelines

If you are a high school **junior or senior** and meet at least **one** of these three requirements, you are eligible to enroll in UW Oshkosh courses taught through CAPP offered at Kimberly High School. On occasion, sophomores may enroll, but will need to write a composition to prove Spanish proficiency for the UWO liaison. Based on this composition, the liaison will accept or deny enrollment.

- You are in the upper 25 percent of your class -OR-
- You have a GPA of at least 3.25 on a 4 point scale - OR-
- You have an ACT score of 24 and are in the upper 50% of your class.

*You have taken Spanish 5 or have taken a native-speaker placement exam

Course Description - CAPP SPANISH 204 is a combination of two UW–Oshkosh classes at the 200 level. Our focus will be an intensive grammar review, discussion of a comprehensive selection of literature written by native Spanish speakers, and an analysis of a variety of cultural themes. Students will improve their listening comprehension while listening to native discourse from films and lab work. The course is also dedicated to the improvement of vocabulary, written reaction, and oral communication.

Due to the design of this course, Kimberly students must have **access to the Internet** and must have an **e-mail account**. If you don't have the internet at home, you will need use the computers in the LMC before and after school and/or during your lunch hour on a daily basis. You may also take advantage of the local public library or local businesses that offer free Wi-Fi.

Please note that extension activities are required for this course. Students will be asked to complete 3 activities that use Spanish "outside of the classroom environment."

***Important note: ***Dropping this course through the high school guidance office does not mean that you have dropped this course officially through the University of Oshkosh once your teacher has verified your eligibility in January.**

CAPP Registration

Students who signed up for this course will receive an email from me detailing how they need to apply for the University of Oshkosh. It is important that they complete the instructions a full year in advance. There is no charge for this application. Costs for this course vary from year to year, so it is best to contact the high school office to inquire the current year's tuition.

Dear Spanish 2 student...

Learning a second language can be both exciting and fun. As you learn Spanish, you will not only learn to communicate with Spanish speakers, but will also learn about their cultures and daily lives. Language learning is a building process that requires considerable time and practice, but it is one of the most rewarding things you can learn in school.

It is important to remember that a language is not acquired overnight. Just as for a first language, there is a gradual process for learning a second one. It takes time and patience, and it is important to know that mistakes are a completely natural part of the process. Please remember that it took years to become proficient in your first language, and that the second one will also take time. Enjoy the small steps that will help you progress in the ability

to communicate in Spanish. Take advantage of every opportunity you can to hear and use the language around the house and in the community.

This year in Spanish 2 the themes will be:

- The home: In my bedroom / What my house is like
- Shopping: How much is it? / What a gift!
- Experiences: On vacation / Helping in the community
- Modes of Communication: Films and television / Technology
- Your School Day: What you did in school / What you did after school
- A Special Event: How you get ready

PLEASE PREPARE FOR THE FIRST WEEK OF CLASS!

Included are a few ways that will help your motivation and confidence—and as a result, your success with learning Spanish. To reduce apprehension and anxiety, Spanish 2 will begin with a short 4-5 day review of prior Spanish 1 items. Most importantly, you will be practicing verb definitions and conjugation rules. Take time to practice the definitions and the spellings of verbs on the next page.



usar - to use (la computadora)

-AR VERBS

| | |
|-----------|--|
| bailar | - to dance |
| caminar | - to walk |
| cantar | - to sing |
| celebrar | - to celebrate |
| decorar | - to decorate |
| desear | - to desire, want |
| dibujar | - to draw |
| enseñar | - to teach |
| escuchar | - to listen to |
| esquiar | - to ski |
| estar | - to be (located, feeling) |
| estudiar | - to study |
| hablar | - to speak, talk |
| jugar | - to play sports/games |
| levantar | - to lift (weights) |
| montar | - to ride, mount |
| nadar | - to swim |
| necesitar | - to need |
| pasar | - to pass (time, items, pass by) |
| patinar | - to skate |
| pescar | - to fish /also: "ir de pesca" |
| practicar | - to practice |
| preparar | - to prepare |
| sacar | - to take photos (fotos) /to take out trash (la basura) |
| tocar | - to touch, to play an instrument (la guitarra) |
| tomar | - to consume drinks/food |
| trabajar | - to work |

-ER VERBS

| | |
|------------|-------------------------------|
| beber | - to drink |
| comer | - to eat |
| comprender | - to understand |
| correr | - to run |
| creer | - to believe, think |
| deber | - should, ought |
| hacer | - to do, to make |
| leer | - to read |
| romper | - to break |
| ser | - to be (like, from, made of) |
| tener | - to have |
| traer | - to bring |
| ver | - to see |

-IR VERBS

| | |
|-----------|------------|
| abrir | - to open |
| compartir | - to share |
| escribir | - to write |
| ir | - to go |

venir

- to come

MATERIALS NEEDED FOR SPANISH 2:

Spanish II: My classes will be “*Google Classrooms*.” I ask that each student routinely bring a laptop computer or Chrome book in order to access assignments, complete word processing, and to access online practice tools.

We will frequently refer to what was learned in Spanish 1. Please bring all of the vocabulary/grammar reference sheets from Spanish 1. If you do not have them, feel free to download and print them by following these instructions:

Go to <http://kimberlyspanish.blogspot.com/>

Click on “español 2” In the right-hand corner you will see a box called “papeles para la clase”

Click on repaso (review)

Click on folder Spanish I reference sheets

Print sheets out by chapter and organize them in a binder or folder with metal fasteners.

**For students who do not want to forget their Spanish over the summer, access to practice the items already learned in Spanish 1 can be found at

<http://www.phschool.com/webcodes10/index.cfm?area=view&wcprefix=jck&wcsuffix=0001>

Is there a way I can review chapters 1-5 from level 1 and receive immediate feedback?

Try some online practice activities using the same link as above:

http://www.phschool.com/atschool/realidades/program_page.html

Sample Only

(Capítulo 1A)

- **Practice Activities** (be sure to click on this link so the drop box appears)
 - Vocabulary practice 1
 - Vocabulary practice 2
 - Practice with infinitives (The grammar item is different for each chapter taught there are usually 3 or 4 different grammar focuses per chapter)
 - Practice with negatives (grammar item of the ch.)
 - Practice with agreement or disagreement (grammar item of the ch.)
- Canciones de hip hop (songs with lyrics that you can download to your MP3 player)
- **Repaso del capítulo** = vocabulary list for the chapter just as it is at the end of the chapter. (Great if you forgot your vocabulary list at school!)
- **Puzzles** (Great for Quiz #2 practice)
 - Crossword



- Jumble
- Word Search
- Word Search with Clues
- **Internet link**- opportunities to explore Spanish culture online using authentic resources
- **Test preparation** (Practice activities that are great for the chapter exam!)

Other than the textbook activities, are there other vocabulary practice tools online?

Many students will find that using **flashcards** and doing written practice will help them become confident using the building blocks of language. The favorite student site for this is **Quizlet.com** (Ex: Realidades level 2 Ch. 3B) (**Note: level = level of book) (students can download the “app” to his/her cell phone as well!)

Explanations of the vocabulary games/options for quizlet are below:

- **“LEARN”**- Spell the words
- **“TEST”** -Complete the test: 5 written questions, 5 matching questions, 5 multiple choice questions, 5 true/false questions, correct key on bottom, possibility to regenerate using new vocabulary from original list.
- **“SPELLER”** Type what you hear (Spanish to English, English to Spanish, Fast or Slow)
- **“SCATTER”** Make everything disappear by dragging corresponding items onto each other
- **“SPACERACE”** Kill the scrolling words by typing in their corresponding term and pressing enter. You may kill them in any order, but make sure they don't scroll past the screen.
- **“PRINT”** Choose a format to print the vocabulary list as paper flashcards.

What happens if I am struggling? How can I be assured that I has done everything possible during each unit to be successful?

Use the following list as a guide:

STUDENT WEEKLY CHECKLIST FOR SUCCESS

BEFORE THE VOCABULARY RECOGNITION QUIZ (#1),

I...

- ☐ Filled in my vocabulary list completely with the word definitions in English.
- ☐ Asked questions if I didn't understand the *ENGLISH* definition of the Spanish word / Ex: What exactly is “*synthetic material*”? “What is the difference between a *sale* and a *bargain*?”
- ☐ Repeated the pronunciation every chance that I could.
PROPER PRONUNCIATION = PROPER SPELLING
- ☐ Tried to find “excuses” to use the vocabulary with my classmates ☺
- ☐ Tried to find excuses to use the vocabulary with my teacher
- ☐ Watched the *Videohistoria* with real intention (completed act. as asked)
- ☐ Listened to the audio activities with a purpose (completed act. as asked)

- ☐ Had another person quiz me on ALL the vocabulary a minimum of 5 times (especially items not covered in the classroom games and practices)
- ☐ Knew the meaning of the items included in the GRAMMAR boxes on the vocabulary list back pages (Note: Sometimes not all the vocabulary is on the list, there are sneaky ones in the grammar boxes.)
- ☐ Completed the Practice Workbook pages 1, 2 with attention to accuracy rather than quick completion. (Note: Once you spell a word incorrectly it is hard to break the pattern! Don't guess the spelling for the first 5 times you write a word.)
- ☐ Asked my teacher to send me an electronic copy of the matching cards we use in class
- ☐ Read all the instructions to my homework before beginning
- ☐ Began my homework when time was allotted so complications could be clarified (Minimally, students should always attempt 2 or 3 questions on EACH homework page to be sure they know what they are doing, before leaving the classroom.)
- ☐ Corrected the errors on my assignments pages 1, 2 each time we discussed the answers in class
- ☐ Made paper flashcards,

OR

Practiced **FLASHCARDS** online at Quizlet.com (Ex: Realidades level 2 Ch. 3B) (**Note: level = level of book) Enable the audio for more audio practice at the same time. You can download the "app" to your cell phone as well!

OR

Practiced activities at Phschool.com

BEFORE THE VOCABULARY PRODUCTION QUIZ (#2),

I...

- ☐ Took special care with reading and writing for Practice Workbook pages 3 and 4, because quiz 2 ALWAYS has fewer pictures and more reading in context
- ☐ Used complete sentences when asked and wrote as much as I could when asked personal questions
- ☐ Practiced spelling each word by writing the **ENTIRE** list out at least **3** times at home
- ☐ Completed the teacher spelling practice sheet if/when she handed it out in class
- ☐ Memorized which words have accents and where they belong
- ☐ Practiced verbs on the list in their conjugated forms so that I would recognize them in forms other than the infinitive
- ☐ Practiced the toughest and most difficult items first and then did the easier ones
- ☐ Completed Practice Workbook page (A-8/B-8) because the crossword puzzle is a great way to practice proper spelling and reading
- ☐ Practiced one or more of these activities online at Quizlet.com (Ex: Realidades level 2 Ch. 3B) (**Note: level = level of book) (You can download the "app" to your cell phone as well!)
- ☐ Practiced the **PUZZLES** (Crossword , Jumble , Word Search , Word Search with Clues) at Phschool.com

BEFORE THE CHAPTER TEST,

I...

- ☐ Asked my teacher if I had doubts about any of the grammar topics in this chapter
- ☐ Completed all of the **PRACTICE ACTIVITIES** at phschool.com
- ☐ Completed the [TEST PREPARATION](#) activity at phschool.com
- ☐ Practiced any vocabulary that I know I spelled in error during quiz 2

- ☐ Filled in the **last Practice Workbook page** (A-9 or B-9) of the chapter which in essence will be a quick check to know if I am prepared or not.
- ☐ Know how to clearly write about the chapter targets in an **essay** focusing on my new vocabulary and my new grammar topics.