**El Día de San Valentín: Tarea**

1. *Escribe tu nombre en una media hoja de papel*.
2. *Escribe* *el nombre* *de una persona famosa de la cual quieres recibir una tarjeta*. (Write the name of a famous person from whom you’d like to receive a Valentine.)
3. *Toma el papel de otro/a compañero/a*. (Choose a classmate’s paper.)
4. *Crea una tarjeta en español para él/ella de su celebridad escogida*. (Create a card for him/her in Spanish from his/her chosen celebrity.)
5. *¡Shhhh! ¡Es un secreto—una sorpresa!* DON’T TELL ANYONE WHOSE NAME YOU DRAW!

**Requisitos** (Requirements):

1. Use the Quizlet vocabulary lists on the class website (<http://mountvernonspanish.weebly.com/el-diacutea-de-san-valentiacuten.html>) to practice the new vocabulary and decide which phrases you’d like to use.
2. Create a card for your classmate that will be “from” the famous person they selected.
3. You need to include a greeting (*Dear \_\_\_*,) and a closing (*Sincerely,*) **in Spanish** in the card, although these words/phrases don’t count towards your **five required expressions** (see below).
4. Use a minimum of ***cinco expresiones en español*** in the card. You need to copy these expressions from the website. **You only need to copy five expressions right now**—you have limited time, so please do not spend that time copying more than five. You will need to **learn** (learn = memorize and be able to use) these expressions. Also, please note:
* The greeting (*Dear \_\_*,) and a closing (*With love*,) do NOT count towards the five required expressions.
* To count as part of the required five expressions, it must be a **complete sentence** (“*mi amor*,” isn’t a complete sentence, but “*Eres mi amor*,” is).
1. **Use color**. Include decorations, photographs, and other creative elements (a spritz of perfume/cologne? confetti? stickers? 3-D elements?) in the card.
* **You will be able to select some craft materials during the final 10 minutes of class today, but you will need to work on the card at home (since it is to be a surprise).**
* **Please take only what you plan to use in your work—there are limited supplies for all of my students to share.**
* “I don’t have glue/tape/scissors/crayons/colored pencils/*etc*. at home” is NOT an excuse to not complete the activity. If you ask *mamá* o *papá*, you probably *do* have one or most of those items lying around somewhere. **Do your best work with what you have available**, or what you may borrow from a friend, family member or classmate.
* **¡No inglés!** Please see the rubric below.

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| **4** | **3** | **2** | **1** |
| Student demonstrates a **very strong, accurate and** **in-depth understanding** of the concept and is **able to explain or teach** it in a clear manner if asked. Student can easily **use more than five phrases of Spanish vocabulary** related to the concept. Student **uses only Spanish** and is occasionally **able to combine what he/she already knows to create new phrases with the vocabulary.** Student **shows exceptional effort** and **creativity** in his/her work. Uses all required elements plus extra material. | Student demonstrates a **strong understanding** of the concept and is **able to explain it accurately**.Student can **use at least five phrases of Spanish vocabulary** related to the concept. Student uses **only Spanish**. Student shows **adequate effort** with his/her work and **includes all required elements**: five vocabulary phrases, color, a greeting and a closing. | Student demonstrates a **developing understanding** of the concept and is **able to explain some basic ideas related to it,** although there may be **occasional mistakes in understanding.** Student can use **limited** **Spanish vocabulary related to the concept** (two to four terms). A **very few English words** are used. | Student demonstrates a **weak understanding** or **lack of understanding** of the concept. And **cannot explain the concept with accuracy** or **cannot respond**. Student **cannot use any Spanish vocabulary related to the concept** (one term or less). Student **occasionally uses English words or phrases.** |