

¿Con qué frecuencia?

Cristina Eichler
Tools for Data Analysis
Spring 2013

Target Audience

- Haworth, New Jersey
- Suburban Upper-Middle Class
- Spanish 1
- 7th Graders
- Class size: 15-17 students
- 47 minute class period



Goals and Objectives

GOAL:

- Students will be able to discuss in Spanish how often they do activities.

OBJECTIVES:

- Students will utilize the question ¿Con qué frecuencia....? with the activity that they are asking.
- Students will create an individual bar graph for their question to tell how often the students do the activities.

Standards

7.1.NM.A.1-5

World Language Standards:

Ask and answer questions related to school and daily activities.



Materials and Technology

- 1 Class Period
- Ipads
- LCD Projector
- Computer
- Google Docs



Procedure

1. Teacher will hand out Ipads to the students.



Procedure

2. Students will use Safari to log onto Google Docs that the teacher has previously created.



Procedure

3. Students each have an activity assigned to them on the spreadsheet. They will be asking each other ¿Con qué frecuencia...? with the activity they are assigned.

Con Que Frecuencia Activity ☆

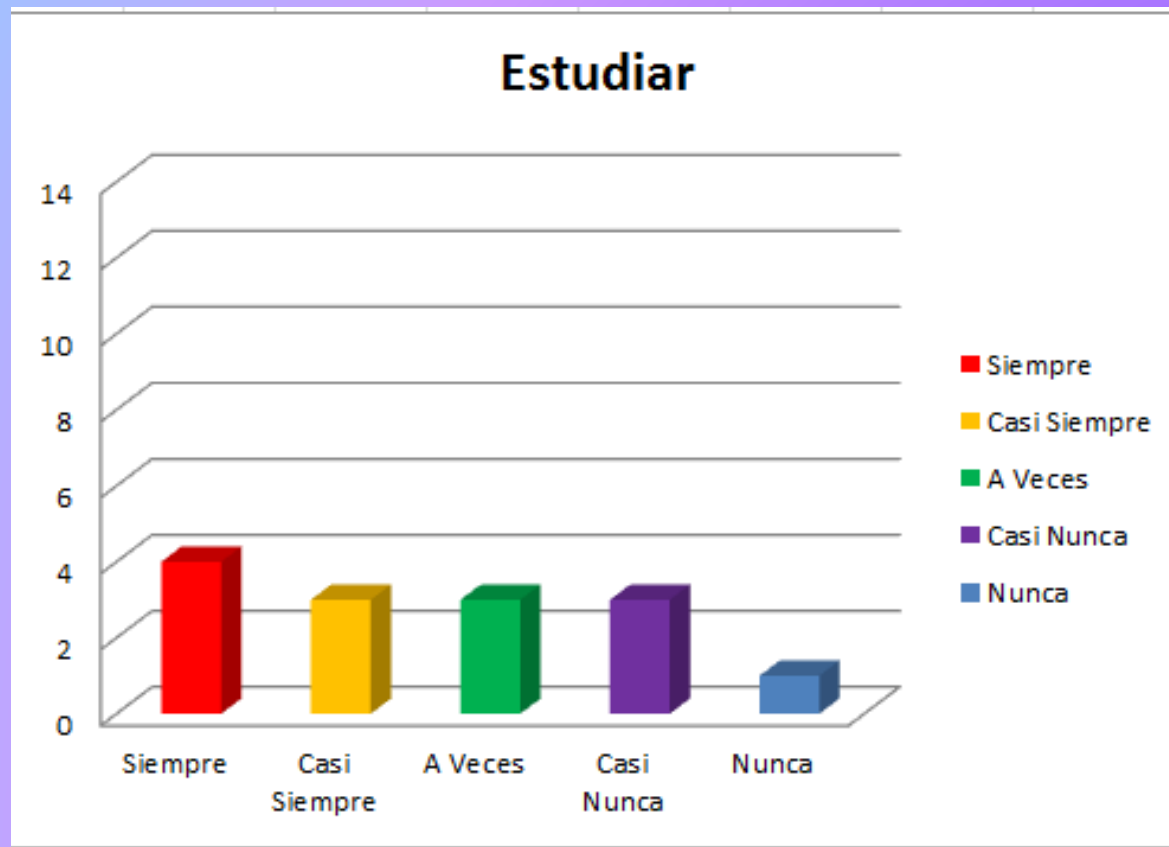
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fx | \$ % 123 Arial 10 B I A

	A	B	C	D	E	F	G
3							
4			Siempre	Casi Siempre	A Veces	Casi Nunca	Nunca
5							
6	Carlos Croen		X				
7	Raquel Diaz		X				
8	Edmundo Diggle		X				
9	Drina Gelsey		X				
10	Julia Giampiccolo				X		
11	Catarina Light					X	
12	Nohemi Lyubarsky		X				
13	Maribel Moses				X		
14	Célia Norden		X				
15	Vito Pantelis			X			
16	Sarita Pavell					X	
17	Esperanza Rinckhoff			X			
18	José Rotonde			X			
19	Miguel Viggiano		X				
20							
21		TOTAL	7	3	2	2	0
22							

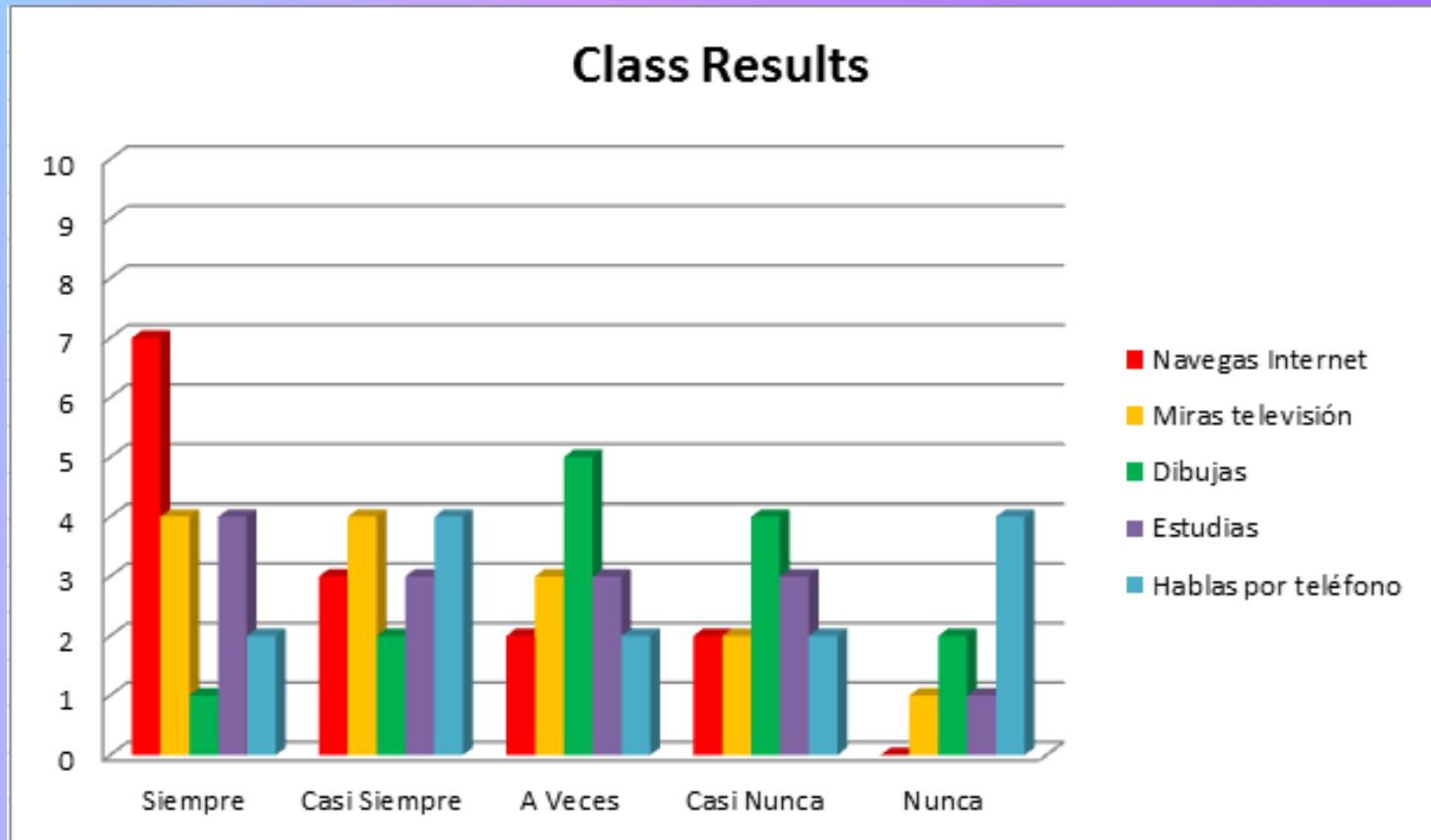
Procedure

3. They will be asking each other ¿Con qué frecuencia...? with the activity they are assigned.



Procedure

4. The teacher will ask the students questions such as ¿Cuántas personas navegan por Internet? to analyze the results .



Rubric

Nombre _____ Fecha Wks of _____ Clase _____
 Señorita Eichler

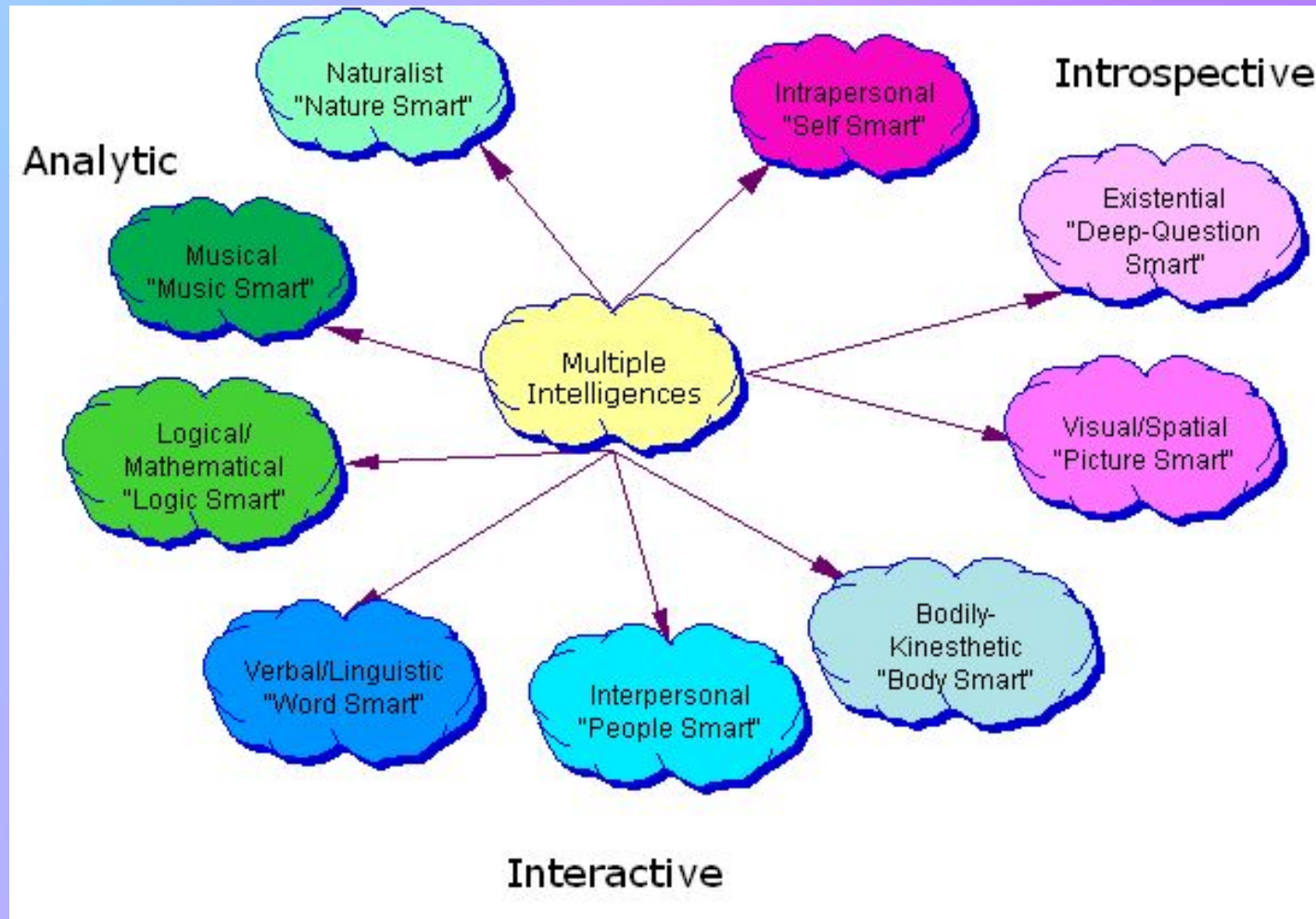
Class Preparation and Participation Rubric

Grading Scale

Dimensions	4	3	2	1
Preparation for Class	You bring all your materials to class.	You forget your text/homework/dictionary/notebook once.	You forget your text/homework/dictionary/notebook twice.	You forget your text/homework/dictionary/notebook more than twice.
Frequency and Quality of Participation	You raise your hand at least 3 times a class. You always attempt the longer more difficult responses	Your hand is raised at least 2 times a class. You consistently respond in single sentences but can elaborate when prompted	Your hand is raised at least 1 time a class. You only attempt the "easy" responses or use memorized phrases.	You do not raise your hand in class. It is difficult to judge your abilities.
Listening	You are actively listening when the teacher and classmates speak. You are able to follow complex directions in Spanish and respond to questions given in Spanish.	You actively listen when the teachers speaks in Spanish. You can accurately follow most directions or respond to questions given in Spanish.	You sometimes listen when the teacher speaks. You are sometimes can follow directions given in Spanish but have to check what others are doing.	You do not listen when the teacher speaks and you rely on others to tell you what to do in English.
Independence and Behavior	You are always on task and you complete all work in the time allotted. You are not disruptive.	You are usually on task and usually complete your work in the time allotted. You are rarely disruptive.	You have to be reminded to stay on task and sometimes complete your work in the time allotted. You are disruptive.	You have to be reminded to stay on task and do not complete your work in the time allotted. Your behavior prevents others from learning.
Use of Spanish in Class	You speak with both the teacher and your classmates only in Spanish.	You speak only Spanish with the teacher and use only Spanish during structured activities with classmates.	You speak to the teacher in English and you only use Spanish during structured activities.	You primarily use English in class and use minimal Spanish during structured activities.

Rubric Score	% Score
20	100
19	95
18	90
17	85
16	80
15	75
14	70
13	65
12	60
11	55
10	50
9	45
8	40
7	35
6	30
5	25

Gardner's Multiple Intelligences



Gregorc Learning Styles

Gregorc Categories	
AR	Abstract Random (AR)
CR	Concrete Random (CR)
AS	Abstract Sequential (AS)
CS	Concrete Sequential (CS)

References

- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1983. Print.
- Gregorc, Anthony. *Gregorc Style Delineator. A Self-Assessment Instrument for Adults*. Columbia, CT: Gregorc Associates, Inc., 1985. Print.