

Yo Soy Yo (I Am Me) Poems

Curriculum Spanish

Grade Level Span 6-8

Purpose: Students will use spoken, written, and visual language to create and present poems about themselves in Spanish.

Technological resources will be used to illustrate and present poems.

Description: Students will read the poem "Yo Soy Yo." Students will create their own poems, with the title "Yo Soy Yo", and present them to the class or another class.

Activities	Curriculum Standards	NETS for Students
1. Explain to the students they will be reading a descriptive poem entitled "Yo Soy Yo".		
2. Students make predictions about what kind of information might be found in a poem like this.	4.1	
3. Present the poem "Yo Soy Yo" to the class: ¿Yo? ¿Co'mo soy yo? Soy generosa... Y a veces tacana. Hoy soy sociable, Manana callada. ¿Yo? ¿Co'mo soy yo? No soy paciente pero si' prudentes. Yo soy graciosa... Y tambie'n perezosa. Yo soy yo. (Met 48)	1.2	

4. Compare predictions to information provided in the poem.	1.2	
5. Students make a list of words that describe themselves. The list should be in Spanish as much as possible, English for the rest.	4.1	
6. Students reference the website http://wordreference.com to translate any remaining English words into Spanish. Students should use only one word at a time to translate because phrases are often translated incorrectly.	2.1	4,7,8
7. Students write a poem entitled "Yo Soy Yo" about themselves.	3.1	
8. Students word process their poems and print them.		8,9
9. Students use a digital camera and a Power Point-type program to illustrate their poems to match the descriptive words they used.		4,5,8,9
10. Students orally present their poems and show their matching illustrations using classroom multimedia.	1.3	4,5,6,8,9
11. The teacher assigns partners to critique the poems and presentations.	1.1	

Tools and Resources

Software:

Word processing

Power Point

Digital imaging software

Hardware:

Digital camera

TV with hook up to computer

Computer with software for importing digital images

Web Sites:

Spanish translator: <http://wordreference.com>

Books:

Met, Myriam, Richard S. Sayers, Carol Eubanks Wargin, Harriet Schottland Barnett. Paso A Paso, Vol. A. Glenview, Illinois: Prentice Hall, 2000.

Assessment

Students and teacher together develop a scale for the following areas for evaluating the poems:

Use of Spanish

Oral presentation

Illustrations

Creativity

Teacher rates students using the rubric for 80% of the grade.

Students rate themselves and one other student using the rubric. Student rating is averaged with other student critique and weighs 20% of the grade for this assignment.

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Personal Account

This lesson occurs quite early in the school year, and the students are excited that they can read and write a real-life experience in Spanish.

Students need preparation in appropriate critiquing methods. Students need to know what to look for when critiquing another student.

To use the Power Point as part of the presentation, hook up the computer to the television before the students begin.

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