

Lesson Plan for *Encuentros Maravillosos¹*

Capítulo 1

Pre-reading
Comprehension &
Post-reading
Activities and Quizzes for “El otro”
by Jorge Luis Borges

Vocabulary
Activities and Quizzes

Present Tense &
Preterite Tense
Activities

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¹Abby Kanter, *Encuentros Maravillosos* (Addison Wesley Longman, 1998).

Español 4: What do I need to know for chapter 1?

	Vocabulario: Know meanings, spell correctly, and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	<p>Presente: all verbs. Know meanings, spell correctly and use correctly in context</p> <ul style="list-style-type: none"> ▪ regulares ▪ cambio radical: e → ie, o → ue, e → i ▪ -uir ▪ consonante + -cer ▪ vocal + -ger o -gir ▪ vocal + -cer o -cir ▪ -guir ▪ irregulares en primera persona ▪ cambio radical + irregulares en primera persona ▪ irregulares
	<p>Preterito: all verbs. Know meanings, spell correctly and use correctly in context</p> <ul style="list-style-type: none"> ▪ regulares ▪ -car, -gar, -zar ▪ -guar ▪ i → y tercera persona ▪ cambio radical en tercera persona ▪ irregulares
	La voz pasiva con “se”: Use correctly in context
	Pronunciación: Pronounce vowels and diphthongs correctly
	<p>South America: geography</p> <ul style="list-style-type: none"> ▪ identify countries and capitals on map; write correctly
	<p>“El otro” Through class discussion and written assignments, demonstrate complete understanding of:</p> <ul style="list-style-type: none"> ▪ background information on author ▪ content of story ▪ <u>dual</u> themes of story ▪ Application of themes of story in new context ▪ “realismo mágico” as a genre

Skills Development

	<p>Reading skills: improve skills through practice</p> <ul style="list-style-type: none"> ▪ read assigned materials using reading strategies outlined in class
	<p>Writing skills: improve skills through practice</p> <ul style="list-style-type: none"> ▪ written exercises ▪ incorporate new grammar and vocab into writing assignments ▪ write paragraphs according to guidelines provided in class
	<p>Listening skills: improve skills through practice</p> <ul style="list-style-type: none"> ▪ ejercicios auditivas ▪ take notes on class lectures and discussions
	<p>Speaking skills: improve skills through practice (Spanish only)</p> <ul style="list-style-type: none"> ▪ participation in class discussions ▪ informal conversation with classmates ▪ oral presentation

Lesson Plan Capítulo 1
Designed for 50-55 minute class periods.

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included</i>
1	<ul style="list-style-type: none"> • Pass out calendar and objectives. • Review numbers – hold up flashcards and have students say numbers aloud • Pass out maps. Review geography of South America on transparency. • Intro vocabulary pages 1-2; practice with flashcards (see explanation of activities) • Review verbs, how to form present tense regular and stem-changing, page 7. • Origami verb practice “El presente 1” with transparency (see Explanation of Activities; this activity can take 20-30 minutes or more the first time). • Start verb grid, side 1. 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Calendar</i> • Objectives • <i>Numbers flashcards</i> • <i>Map of South America student copies</i> • <i>Transparency of map of South America</i> • <i>Vocabulary flashcards</i> • Origami verbs “El presente 1” transparency • Verb grid “El presente” student copies side 1 • Verb grid answer sheets <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Red de verbos, side 1
2	<ul style="list-style-type: none"> • Review homework. • 5-point vocabulary quiz • Review numbers with flashcards – call on individuals. • Review geography of South America with transparency. • Practice vocabulary with flashcards. • Practice Q/A, pages 9-10 B in pairs; explain oral quizzes • Review verbs, present tense irregular and spelling changes, page 8. • Origami verb practice “El presente 2” with transparency • Start verb grid, side 2 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Vocabulary quiz transparency • <i>Numbers flashcards</i> • <i>Transparency of map of South America</i> • <i>Vocabulary flashcards</i> • Origami verbs “El presente 2” transparency • Verb grid student copies side 2 <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Red de verbos, side 2
3	<ul style="list-style-type: none"> • Review homework. • Quiz present tense verbs • Vocabulary practice with flashcards • Practice Q/A, pages 9-10 B in pairs. • Quick geography drill with transparency • Listening: (See Explanation of Activities) • Timed write 5 minutes (see Explanation of Activities); collect and keep as baseline. Pass back at the end of the year. 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Quiz present tense verbs</i> • <i>Vocabulary flashcards</i> • <i>Transparency of map of South America</i> • <i>Listening comprehension activities</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Vocabulario, page 2-3 A
4	<ul style="list-style-type: none"> • Review homework. • Quiz on map of South America (10 minutes) 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Listening activities</i>

	<ul style="list-style-type: none"> • Introduce dicho “El tiempo da buen consejo”; have students keep a separate place where they copy down the dichos for each chapter. • Practice vocabulary with flashcards • Pre-reading discussion with frijoles (see Explanation of Activities) <ul style="list-style-type: none"> ○ In groups write definition of “la realidad”. Discuss. ○ “Piensa en un sueño muy extraño que has tenido. ¿Pasó algo que en realidad es imposible? Cuando estás soñando, ¿puedes distinguir entre lo posible y lo imposible?” ○ ¿Cuáles películas has visto en las cuales es difícil distinguir entre lo real y lo irreal? (A Beautiful Mind, The Sixth Sense) ¿Cuáles son algunas películas que presentan otro concepto del tiempo o del espacio? (Bill and Ted’s Excellent Adventure, Back to the Future) ○ Show 2 or 3 Salvador Dalí paintings: comment on real vs. unreal, what is possible only in dreams ○ Clarification necessary before reading story: Make sure they know where Ginebra is, what El Ródano is, and that “banco” can mean “bench”. • Intro Borges: Review “Estrategia para leer,” page 4. Emphasize that the verb endings will help them understand the story. • Review information on Borges, page 4. • Clarify what/where “Ginebra” is, what “El Ródano” is, and that “banco” can mean “bench,” otherwise they will not understand the story. • “El otro” - read lines 1-20 aloud to students with their books closed; students make preliminary notes on story guide. 	<ul style="list-style-type: none"> • Quiz on map of South America – transparency • Dicho: transparency and mini-poster • Vocabulary flashcards • A bowl of raw pinto beans • Copies of one or two Salvador Dalí paintings • Story guide student copies <p>HOMEWORK</p> <ul style="list-style-type: none"> • Re-read lines 1-20 page 4 • Complete story guide for lines 1-20 • El presente, page 9 A
5	<ul style="list-style-type: none"> • Review homework. • Practice pronunciation of vowels with transparency. Model pronunciation and have students repeat the correct pronunciation. • Practice Q/A, pages 9-10, in pairs (oral quiz tomorrow). • Discuss lines 1-20 of story. Give 5 minutes for students to individually prepare a retelling of lines 1-20. This should be a completely oral activity. Don’t allow them to write anything down. This challenges them to communicate rather than simply memorizing 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparencies • Story guide <p>HOMEWORK</p> <ul style="list-style-type: none"> • Preguntas de comprensión page 5 • Practice aloud: preguntas page 9-10 B • Practice re-telling lines 1-20

	<p>their response. Have students re-tell the story in pairs.</p> <ul style="list-style-type: none"> • Have students finish reading story in pairs or individually. • Have students complete story guide only after they have read the story all the way through once. 	
6	<ul style="list-style-type: none"> • Review homework • 5-point quiz on story • Oral quiz pages 9-10 B. (See Explanation of Activities) • Review formation of preterite verbs pages 10-12 • Origami practice “El pretérito 1” transparency • Teach the class the preterite song • Facilitate class discussion of pregunta #1 from “Preguntas para el examen” (See Explanation of Activities.) • Discuss how to write a well-constructed paragraph <ul style="list-style-type: none"> • La hamburguesa sabrosa (see Explanation of Activities) • Don’t spend half the paragraph repeating the question; don’t give me “fluff” (e.g., “El tema es fascinante y es un tema universal”) • Write a paragraph answering pregunta #1 (see Explanation of Activities) 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Quiz on story transparency • Preguntas para el examen • Hamburguesa Sabrosa transparency • Origami transparency “El pretérito 1” • Preterite song transparency • Verb grid “El pretérito” side 1 <p>HOMEWORK</p> <ul style="list-style-type: none"> • El pretérito, pages 13-14 A • Rewrite pregunta #1 (hamburguesa sabrosa) • Verb grid side 1
7	<ul style="list-style-type: none"> • Review homework. • Practice pronunciation of vowels and diphthongs with transparency • Small group discussion: “Preguntas de discusión,” page 6 • Origami practice “El pretérito 2” transparency • Tea party (see Explanation of Activities) • Sing preterite song • Review la voz pasiva con “se,” pages 14-15 • Introduce and explain proyecto. Pass out paper and have them do the folding in class. 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparency • Instructions for proyecto • Origami transparency “El pretérito 1” • Tea party • Preterite song <p>HOMEWORK</p> <ul style="list-style-type: none"> • La voz pasiva, pages 15-16 A • Finish verb grid
8	<ul style="list-style-type: none"> • Review homework. • Practice pronunciation of vowels and diphthongs. Go around room and have each person read a line of the story – correct pronunciation. • Introduce and explain presentation; model an appropriate and an inappropriate presentation. • Preterite song – sing in a round today • Discuss Pregunta #2 of “Preguntas para el examen.” Give 10 minutes to write paragraph (or leave for homework if there isn’t time). 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparency • Preguntas para el examen • Instructions for presentation • Preterite song transparency <p>HOMEWORK</p> <ul style="list-style-type: none"> • Presentation due for small groups tomorrow • Rewrite pregunta #2
9	<ul style="list-style-type: none"> • Review homework • Quiz: preterite verbs 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Vocabulary matching activity

	<ul style="list-style-type: none"> Practice presentation in small groups; focus on verbs and pronunciation Vocabulary group activity: matching (see Explanation of Activities). Discuss how to express theme (State theme in 1-2 sentences. State in universal terms – it is not a description of what happened in story) Talk about 2 parts to theme of “El otro” (<i>Es difícil distinguir entre lo real y lo irreal; Los conceptos del tiempo y del espacio son diferentes – Borges quiere que nosotros abramos la mente a otras posibilidades.</i>) Pregunta #3: discuss; write in class if time (10 min.) 	<ul style="list-style-type: none"> Preguntas para el examen <i>Quiz on preterite verbs</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> None
10	<ul style="list-style-type: none"> Presentations Listening: <i>Encuentros Maravillosos CD</i> on Borges – listen twice and take notes (don’t pass out worksheet until tomorrow) Introduce on-line website activities for chapter review Pregunta #4: discuss, write if time 	<p>MATERIALS</p> <ul style="list-style-type: none"> <i>Encuentros Maravillosos CD¹</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> None
11	<ul style="list-style-type: none"> Project due Listening: EM CD – pass out worksheets; listen twice, answer multiple-choice questions, turn in. Review for test 	<p>MATERIALS</p> <ul style="list-style-type: none"> <i>Encuentros Maravillosos CD² worksheets on Borges</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> None
12	<p>Examen 1 with writing (Don’t forget to take down dicho!!!)</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> <i>Examen 1</i> <i>Examen 1 answer sheet and transparency</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> None

¹Abby Kanter, *Encuentros Maravillosos, Tapescript and Blackline Masters* (Upper Saddle River, New Jersey: Pearson Education, Inc., publishing as Pearson Pentice Hall, 2005).

²*Ibid.*, 3.

Materials Required

(Italics denote materials not included.)

Literatura	Preparation
<i>Calendar for Chapter 1</i>	<i>Not included.</i>
Objectives	Included.
<i>Vocabulary flashcards</i>	<i>Cut large flash cards from tagboard or card stock. Make a card for each vocabulary word for the chapter.</i>
<i>Two or three Salvador Dalí paintings</i>	<i>Check out books from the library on Salvador Dalí to show to the class.</i>
Story guide for “El otro”	Included.
5-point quiz on “El otro” transparency	Included.
Preguntas para el examen	Included.
Diagram of hamburguesa sabrosa transparency	Included.
Instructions for project	Included.
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 1 and transparency of answers</i>	<i>The tests from the publisher that go with the text are a good place to start. Rather than use the essay questions as they are in the test, use the “Preguntas para el examen.” (See Explanation of Activities.)</i>
Gramática	
Origami verb transparencies: El presente 1, El presente 2, El pretérito 1, El pretérito 2	Included.
Verb grid for present tense (student copies and answer sheet for binder – you can laminate the answer sheets for the binder so they last longer.)	Included.
Verb grid for preterite tense (student copies and answer sheet for binder)	Included.
<i>Binder for verb grid answer sheets. Keep this binder somewhere in the classroom where students can check it whenever they like.</i>	<i>Binder not included.</i>
<i>Quiz on present tense verbs; transparency of answers</i>	<i>Not included.</i>
<i>Quiz on present tense verbs; transparency of answers</i>	<i>Not included.</i>
Preterite song transparency	Included.
Tea Party activity	Included.
Other	
<i>Numbers flashcards</i>	<i>Prepare a set of flashcards with one pack of 3x5” index cards. Write random numbers on the flashcards. Use primarily numbers in the thousands, e.g. 1492; 6579, etc.</i>
<i>Map of South America</i>	<i>Not included.</i>
<i>Student copies of blank map and transparency</i>	<i>Not included.</i>

<i>Transparencies of two versions of quiz Transparencies of answers</i>	<i>Not included.</i>
<i>Map quiz; transparency of answers</i>	<i>Not included.</i>
Dicho: “El tiempo da buen consejo” Transparency and laminated hard copy	See “Proverbs for Spanish 4,” available free for immediate download at www.Bravisimo.net . Make a laminated copy for posting on the wall, and also a transparency.
Pronunciation drill transparency	Included.
Instructions for presentation	Included.
Score sheets for presentation	Included.
<i>Listening Comprehension Exercises</i>	<i>Not included. See Explanation of Activities.</i>
5-point vocabulary quiz transparency	Included.

Explanation of Activities

Numbers flashcards	Hold up the flash cards and have students say the number as a group. Do this for 3-4 minutes. The following day, call on individuals for 2-3 minutes. Drill in this manner as many days as necessary until students are comfortable with large numbers.
Origami Verb practice	<p>Have students fold a sheet of binder paper into four columns. Demonstrate as they do this. Number each column on the first side 1, 2, 3, and 4. Number the columns on the reverse side 5, 6, 7 and 8.</p> <p>Put up the transparency. Cover everything except the first column of infinitives. Have the students copy down the list of infinitives. Turn off the transparency. Tell students to write the “yo” form of the present tense for each verb in column 2. When most students have finished, uncover only the column with the corresponding answers so students can check their answers. Ask how many have 100% correct.</p> <p>If most students do not have 100%, have them fold their papers so they can see only columns 1 and 3 – column 2 is hidden. (This will require that they fold down the middle of column 2.) Have them write the “yo” forms again. Turn on projector so they can check again.</p> <p>Once most students have 100%, have them fold their papers so they can see only columns 1 and 3 (see above), or columns 1 and 4 if they have already used column 3. Have them write the “tú” forms. Uncover the “tú” answers so they can check. Repeat the “tú” forms if necessary.</p> <p>Proceed in this fashion, practicing the forms on the transparency as many times as necessary. If students seemed to have a problem with, say, the “yo” forms, I would go back to the “yo” forms after they have done “tú” and “él”.</p> <p>Usually this practice takes a good 20-30 minutes the first time because of all the explanation required. After the students have done it a couple of times, you can do this exercise in 5-10 minutes, or even less, depending on how many verbs you have them do.</p>
Vocabulary flashcards	<p>Write the Spanish on one side and the English on the other. Hold up the English side and students say the Spanish. Have the class answer as a group at first. Then call on individuals to answer.</p> <p>Give a quick quiz early in the chapter using this method. Each student gets one word for 5 points. If he misses that one, he gets a</p>

	second one for 3 points. If he misses the second one, he gets a zero.
Verb grids	Have students complete the grids. Have a binder available with laminated copies of the answer sheets so they can check their work at any time.
Oral quiz, pages 9-10 B	Have students practice asking and answering these questions in class. For the quiz, ask a question, then call on a student to answer for 5 points. If he can't answer, give a second question for 3 points. If the student didn't hear the question because he wasn't paying attention, repeat it a second time for 3 points. This quiz goes quickly, however if the class is large, you can break it up over two days so it doesn't become too boring.
Timed write	This is a TPR technique. Have students write on any topic for exactly 5 minutes. Have them count the number of words and write it, along with the date and the notation "5 minutes", on the top of the page. Have students keep them to compare later. During the second semester, have them write for 10 minutes rather than 5.
Frijoles	Have a bowl of dried pinto beans to hand out to the students for participation. At the end of each class, tally how many each student has received. Participation grades are based primarily upon this tally, as well as any other factors you think are important for that grading period.
La hamburguesa sabrosa	Explain paragraph structure in terms of a tasty hamburger. The introduction is the top bun, the conclusion is the bottom bun, and the middle is filled with several tasty details.
Tea Party	For this preterite verb activity, have a set of both pages for each class. Cut into strips with one phrase per strip. Pass the strips out randomly, one per student. Have the students stand up and walk around during this activity. Each student asks another student if he did whatever it says on the paper last summer, using the preterite. The other student answers, also in the preterite. They then reverse it. When both students have asked and answered a question, they exchange papers, and each student finds another student to ask in the same fashion.
Vocabulary matching activity	Make 8-10 sets of the activity pages. It works best if each set is a different color, so it's easy to keep them separated. Cut each set of pages into cards and shuffle each pack of cards. Have the class form groups of four. Give one pack of cards to each group. The first group that matches all the cards correctly wins.
Story study guide	There are two rows on the grid, one for Borges joven and one for Borges viejo. As students fill this out it directs their attention to the fact that one of the men is old and the other young ("Adjetivos"); that they are in two different places and times ("Lugares," "Tiempos"); and that each man has a different attitude and explanation about the meeting ("Pensamientos").
Preguntas para el examen	Hand out these four essay questions at the beginning of the chapter. Explain that one of these essays will be on the chapter

	test, but the students won't know which one. Discuss each question with the class according to the lesson plan, then have the students write a paragraph answering the question. By the time they get to the exam, they will have written each paragraph once before, so they will be able to write a much better essay.
Project "Una persona o dos?"	You will need 11"x17" paper for this project. See project instructions for how to fold paper. The object of this project is to show a drawing of Jorge Luis Borges when the paper is folded. When you pull the paper apart, the face pulls apart and reveals two drawings of Borges, one young and one old, on either end of the paper. The bottom half of one of those faces and the top half of the other face make a whole face when the paper is folded.
Listening comprehension activities	Use whatever listening comprehension activities you have at your disposal.