

Lesson Plans for *Encuentros Maravillosos*¹

Capítulo 10

Pre-reading,
Comprehension &
Post-reading
activities and quizzes for
“Las medias de los flamencos”
by Horacio Quiroga

Vocabulary
activities and quizzes

Activities for
Las preposiciones con ciertos verbos;
los pronombres que se usan
después de las preposiciones;
el subjuntivo después de expresiones
como *dondequiera*

Contents

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

Español 4: What do I need to know for chapter 10?

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	La preposiciones que se emplean con ciertos verbos: Know meanings, spell correctly and use correctly in context
	Pronombres después de una preposición: Know meanings, spell correctly and use correctly in context
	El subjuntivo después de expresiones indefinidas: Know meanings, spell correctly and use correctly in context
	Repaso: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ verbos: all tenses chapters 1-10 ▪ por y para ▪ la voz pasiva con “se”
	Pronunciación: Correctly pronounce all sounds and spoken accents in Spanish <ul style="list-style-type: none"> ▪ repaso: r, rr
	<p><i>“Las medias de los flamencos”</i> <i>Through class discussion and written assignments, demonstrate complete understanding of:</i></p> <ul style="list-style-type: none"> ▪ background information on author ▪ content of story ▪ legend as a literary genre ▪ phenomenon explained by this story

Skills Development

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

Lesson Plan for Chapter 10

Rather than read *El hablador* with this chapter, I choose to substitute “Las medias de los flamencos,” by Horacio Quiroga (from *Joyas de lectura*, published by National Textbook Company). I find that the students tend to be quite bored with *El hablador*, whereas they really enjoy “Las medias.”

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included.</i>
1	<ul style="list-style-type: none"> ▪ Introduce dicho “En boca cerrada no entran moscas” • Listening comprehension exercises • Review introductory paragraph on Horacio Quiroga • Review vocabulary “Las medias de los flamencos” • Read story “Las medias de los flamencos” in groups in class. This works well with this story because they help each other enjoy the fun and humor in it. 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Calendar for chapter 10</i> ▪ Objectives for chapter 10 ▪ Dicho: transparency and mini-poster ▪ <i>Listening comprehension exercises</i> ▪ Vocabulary for “Las medias” ▪ <i>Copy of story “Las medias de los flamencos”</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Finish reading story
2	<ul style="list-style-type: none"> ▪ Pronunciation r, rr • Las preposiciones con ciertos verbos, page 216 – go over “a” list today. Have students write an original sentence for each one. Give 10 minutes in class. Finish this for homework • 5-point vocabulary quiz • Vocabulary practice with flashcards • Discuss story; answer any questions • Intro “La alfombra roja” <ul style="list-style-type: none"> ○ Discussion: What is the most important part of the Oscars? (What they are wearing.) Students prepare “red carpet” descriptions for the invitados as if they were TV commentators. (See Teacher Instructions, included with student handout.) 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparency • 5-point vocabulary quiz • <i>Vocabulary flash cards</i> • Instructions for “La alfombra roja” <p>HOMEWORK</p> <ul style="list-style-type: none"> • Write an original sentence using each verb/preposition on the “a” list • Begin work on “La alfombra roja”
3	<ul style="list-style-type: none"> • Review homework • 5-point comprehension quiz • Vocabulary Cubes activity • Preposiciones con ciertos verbos <ul style="list-style-type: none"> ○ review “a” list; ask volunteers to read their sentences ○ go over “de” list ○ students write original sentence for each item on “de” list; finish for homework • You may want to give some time in class to work on “La alfombra roja” presentations 	<p>MATERIALS</p> <ul style="list-style-type: none"> • 5-point comprehension quiz • Vocabulary Cubes activity • <i>Flashcards for verbs with prepositions “a”</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Write original sentence for each item on “de” list
4	<ul style="list-style-type: none"> • Review homework • Pronunciation practice • Practice red carpet descriptions in groups • Preposiciones con ciertos verbos 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparency • <i>Flashcards for verbs with prepositions “a” and “de”</i>

	<ul style="list-style-type: none"> ○ Drill “a” and “de” verbs with flashcards ○ Review “con” list ● Students write original sentences for “con” list; finish for homework 	<p>HOMEWORK</p> <ul style="list-style-type: none"> ● Write original sentences for “con” list
5	<ul style="list-style-type: none"> ● Review homework ● Preposiciones con ciertos verbos <ul style="list-style-type: none"> ○ drill “a”, “de” & “con” verbs with flashcards ○ go over “en” list ● Students write original sentences for “en list; finish for homework ● Presentations “La alfombra roja” (Do 2 per day to keep it from getting boring.) 	<p>MATERIALS</p> <ul style="list-style-type: none"> ● <i>Flashcards for verbs with prepositions “a”, “d”, “con”</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> ● Write original sentences for “en” list ● Verbos con preposiciones, pages 218-220 # 1-13
6	<ul style="list-style-type: none"> ● Review homework ● Pronunciation practice ● Preposiciones con ciertos verbos: drill all verbs with flashcards ● Prepositional pronouns page 220 ● Presentations “La alfombra roja” ● Discuss legends and the fact that they often explain a fenómeno natural. Students will write their own legends to explain how something came to be. Today have them complete the “Leyendas” worksheet. Later each student will construct a simple codex in which he will write and illustrate the legend. 	<p>MATERIALS</p> <ul style="list-style-type: none"> ● Pronunciation transparency ● <i>Flashcards for verbs with prepositions - all</i> ● “Leyendas” worksheet <p>HOMEWORK</p> <ul style="list-style-type: none"> ● Pronombres con las preposiciones, pages 221-222 A, B
7	<ul style="list-style-type: none"> ● Review homework ● Presentations “La alfombra roja” ● Sequencing activity – “Medias”: Pass out cards randomly to each student. If there are students left over, they will be the “judges” to decide if the others are doing it correctly. Students with the cards have to line up in the correct sequence. Once lined up, each student must read his/her card aloud in sequence, starting with the first one. They must read with appropriate expression (which gives you the opportunity to have them do it more than once) Note: make sure you have a copy of the answers in front of you – makes it much easier to tell if the students are in the correct order. ● El subjuntivo page 223 ● Work on legends in class if time 	<p>MATERIALS</p> <ul style="list-style-type: none"> ● Sequencing activity <p>HOMEWORK</p> <ul style="list-style-type: none"> ● El subjuntivo, pages 223-224 A, B
8	<ul style="list-style-type: none"> ● Review homework ● Pronunciation practice ● 5-point cumulative quiz on dichos ● Show how to make the codex for legend: Have students cut a sheet of 11”x17” paper in half lengthwise. Each student will use one half. Simply fold the paper in half, then fold each side in half again to form a 4-panel accordion book, or codex (<i>códice</i>). This gives them 8 pages to use for their legends. ● Buscatesoros in class – this is a review activity for 	<p>MATERIALS</p> <ul style="list-style-type: none"> ● Pronunciation transparency ● 5-point quiz on dichos ● <i>11”x17” paper for codices (You could also use lightweight tagboard)</i> ● Buscatesoros review activity and answer transparency <p>HOMEWORK</p>

	chapters 1-9 – correct in class	<ul style="list-style-type: none"> • Work on legend
9	<ul style="list-style-type: none"> • Review homework • Repaso section pages 224-228 – do as much as have time for – correct in class 	MATERIALS <ul style="list-style-type: none"> • HOMEWORK
10	<ul style="list-style-type: none"> • <u>Examen 10</u> 	MATERIALS <ul style="list-style-type: none"> • <i>Examen 10</i> HOMEWORK <ul style="list-style-type: none"> • Finish legends
11	<ul style="list-style-type: none"> • Legends due. 	

Materials Required

(Italics denote materials not included.)

Literatura	Preparation
<i>Calendar for Chapter 10</i>	<i>Not included.</i>
Objectives	Included.
<i>Vocabulary flashcards</i>	<i>Not included. Cut large flash cards from tagboard or card stock. Make a card for each vocabulary word for the chapter.</i>
5-point vocabulary quiz	Transparency master included.
Vocabulary list for “Las medias de los flamencos”	Included.
Copy of story “Las medias de los flamencos”	<i>Not included.</i>
Vocabulary Cubes activity	Included
5-point comprehension quiz on poem	Transparency master included.
Instructions for “La alfombra roja”	Included
“Leyendas” worksheet	Included.
Sequencing activity	Included.
Buscatesoros review activity	Included.
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 10 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	
Flashcards for verbs with prepositions	<i>Not included.</i>
Other	
Dicho: “En boca cerrado no entran moscas” 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.
5-point review quiz on dichos	Included.
Pronunciation drill	Transparency master included.
<i>Listening Comprehension Exercises</i>	<i>Not included. See Explanation of Activities.</i>

Explanation of Activities

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.
Listening comprehension activities	Use whatever listening comprehension activities you have at your disposal.
Vocabulary flashcards	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. 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 second one for 3 points. If he misses the second one, he gets a zero.
Vocabulary Cubes activity	You will do this in pairs or small groups. Make one copy of the Vocabulary Cubes page for each pair or group. Using a different color for each page will keep them from getting mixed up and is worth the extra effort. If you ever have to sort sets that have gotten mixed, you will see why. You will need to cut the squares apart and paper-clip each set together. You can't allow the students to see it all put together, or it will ruin the puzzle for them. Give each pair or group a set of squares and have them arrange them so that each word touches its Spanish/English equivalent. There is only one correct way to put it together. You can make it a game to see which pair or group finishes first, second and third. Check each puzzle as they finish to be sure they have done it correctly.
Oral quiz Q/A	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.
"La alfombra roja"	See Teacher Instructions in supplement packet with student instructions.
Legend worksheet and Codex	Students should complete worksheet as preparation for writing their legends. Once they have a final draft of their legends, they will divide them into parts to be written and illustrated on the pages of the book. To construct a simple codex, have students cut an 11"x17" sheet of paper or lightweight tagboard in half lengthwise. Fold to make a 4-panel accordion book.
Sequencing activity	Copy the masters (included) on colored paper. Cut in half and laminate if desired. Pass out cards randomly to each student. If there are students left over, they will be the "judges" to decide if the others are doing it correctly. Students with the cards have to line up in the correct sequence. Once lined up, each student must read his/her card aloud in sequence, starting with the first one. They must read with appropriate expression (which gives you the opportunity to have them do it more than once)
Flashcards for verbs with	Make large size flash cards with the verb on one side and the

prepositions

corresponding preposition on the other side. Use for quick drill: hold up the flashcard with the verb, students say the verb and the appropriate preposition.