

Lesson Plan for *Encuentros Maravillosos¹*

Capítulo 2

Pre-reading,
Comprehension &
Post-reading
activities and quizzes for
“Un perro ha muerto”
by Pablo Neruda

Vocabulary
activities and quizzes

Activities for
Imperfect Tense
Preterite vs. Imperfect
Present Perfect Tense
Pluscuamperfecto
Ser vs. Estar

www.Bravisimo.net

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

Español 4: What do I need to know for chapter 2?

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	El imperfecto: know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ regulares ▪ irregulares
	El presente perfecto: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ haber ▪ participios regulares ▪ participios irregulares
	El pluscuamperfecto: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ haber ▪ participios regulares ▪ participios irregulares
	Ser y Estar: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ conjugate ser y estar en: presente, imperfecto, pretérito
	Repaso: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ verbos: all tenses chapter 1-2
	Pronunciación: Pronounce vowels, diphthongs, t, d correctly
	“Un perro ha muerto” Through class discussion and written assignments, demonstrate complete understanding of: <ul style="list-style-type: none"> ▪ background information on author ▪ content of poem <ul style="list-style-type: none"> ○ emociones que se expresan ○ como se caracterizan el perro y el poeta ○ relación entre el perro y el poeta ○ cambio de creencia ○ contraste del tono de partes diferentes del poema ▪ tema del poema

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 vocabulary 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 Chapter 2

Note: This chapter dovetails perfectly with the Poetry Writing Workshop (available at www.Bravisimo.net). In that case, begin the Poetry Writing Workshop on Day 5 of this lesson plan and run both lessons side by side through the end of the workshop.

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included.</i>
1	<ul style="list-style-type: none"> ▪ Introduce dicho “Quien canta su mal espanta” • Listening Comprehension Activities (See Explanation of Activities) ▪ Introduce vocabulary, pages 21-22. ▪ Review el imperfecto pages 27-28 ▪ Post preterite/imperfect posters in classroom ▪ Begin verb grid 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Calendar</i> ▪ Objectives ▪ Dicho transparency and mini poster ▪ <i>Listening Comprehension Activities</i> ▪ Verb grid “El imperfecto” ▪ Preterite/imperfect posters <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Vocabulary, pages 22-23 A ▪ Finish verb grid
2	<ul style="list-style-type: none"> ▪ Practice pronunciation: t, d ▪ 5-point vocabulary quiz: Put up transparency. Be sure to cover up the bottom half – these are the answers! Have students write answers on a half sheet of paper and turn in. ▪ Practice vocabulary with big flashcards ▪ Quick review of el imperfecto ▪ Practice Q/A, page 23 B in pairs ▪ Pre-reading: <ul style="list-style-type: none"> ▪ Encuesta: los perros; debrief ▪ Introduce Pablo Neruda; Review “Estategia para leer”, page 24 ▪ Read poem in pairs. Emphasize that they may need to read it multiple times until they understand it. If they are using the workbook version of the text, they can make notes in the margins, but they may not write out the translation of the poem. (Writing out the translation allows them to read the poem in English whenever they need to refer back to it.) 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Pronunciation transparency ▪ Vocabulary quiz transparency ▪ <i>Big flash cards for vocabulary</i> ▪ Encuesta: los perros <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Preguntas de comprensión, page 26 #1-4 ▪ Page 29-31 A, B (Pretérito/imperfecto)
3	<ul style="list-style-type: none"> ▪ Review homework; use homework to review preterite vs. imperfect ▪ Vocabulary review with flashcards ▪ Practice in pairs Q/A p. 23 B ▪ Connect-5 vocabulary activity ▪ 5-point comprehension quiz: Put up transparency. Be sure to cover up the bottom half – these are the 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Preguntas para el examen ▪ Comprehension quiz transparency ▪ Paráfrasis worksheet ▪ Connect 5 vocabulary activity

	<p>answers! Have students write answers on a half sheet of paper and turn in.</p> <ul style="list-style-type: none"> ▪ Discuss poem; clarify meaning ▪ Preguntas para el examen #1: discuss (See Explanation of Activities) ▪ Paráfrasis (re-telling of story): work on in class 	<p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Finish paráfrasis ▪ Write paragraph: answer pregunta #1 ▪ Page 31 C (preterite/imperfect)
4	<ul style="list-style-type: none"> ▪ Review homework ▪ Pronunciation practice ▪ Los tiempos perfectos pages 32-33 <ul style="list-style-type: none"> ▪ review forms of haber en el presente ▪ los participios: origami practice (this should be review for them, so I just start off with the origami practice) ▪ los participios: song ▪ Debrief paráfrasis ▪ Have students read poem aloud in pairs ▪ Preguntas para el examen #2: discuss; begin paragraph if time 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Origami practice participios ▪ Participios song <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Pregunta #2 ▪ Pages 33-34 A, B (presente perfecto)
5	<ul style="list-style-type: none"> ▪ Review homework ▪ Oral quiz vocabulary: Q/A p. 23B (See Explanation of Activities) ▪ Quick drill with participios flashcards ▪ Discuss various ways of creating images in poetry (Transparency) ▪ In pairs or small groups: find and identify images in poem; after 5-10 minutes, call on groups to talk about what they found 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Participios flashcards</i> ▪ Transparency: Creating Images <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ None
6	<ul style="list-style-type: none"> ▪ Listening: EM CD (15-20 min.) ▪ Additional practice with preterite/imperfect ▪ Review el pluscuamperfecto, page 35 ▪ Timed write (See Explanation of Activities) ▪ Pregunta #3: discuss; begin paragraph in class if time 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Listening CD for Encuentros Maravillosos</i> ▪ <i>Worksheets to accompany CD</i> ▪ <i>Additional practice with preterite and imperfect (See Materials and Resources)</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Pregunta #3 ▪ Pages 35-36 A, B (el pluscuamperfecto)
7	<ul style="list-style-type: none"> ▪ Review homework ▪ Pronunciation practice ▪ Additional practice with preterite and imperfect ▪ Review ser vs. estar, page 37; do drill with cards (See Explanation of Activities) ▪ Pregunta #4: discuss 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Ser vs. estar teacher guide ▪ <i>Ser vs. estar cards</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Page 37-38 A, B (ser/estar) ▪ Pregunta #4

8	<ul style="list-style-type: none"> ▪ Review homework ▪ Review participios with flashcards, song ▪ Page 40, D ¿Quién soy? Do this version of “20 questions” in class ▪ Page 39 C, D in class; when most students are finished, call on individuals to read some of their answers. 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Flashcards participios</i> ▪ Participios song (transparency) <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Page 41 A
9	<ul style="list-style-type: none"> ▪ Review homework ▪ Do any necessary review for test tomorrow ▪ Page 40, E “Oda Elemental” – talk about Pablo Neruda’s “Odas elementales” as described in the activity. Have students write their own “Oda” in class. 	<p>MATERIALS</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Page 41 A (B optional)
10	<ul style="list-style-type: none"> ▪ Examen 2 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Examen 2</i>

Materials Required

(Italics denote materials not included.)

Literatura	Preparation
<i>Calendar for Chapter 2</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 (2 versions)	Transparency master included.
Connect-5 vocabulary activity	Transparency master included.
Encuesta: Los perros	Included.
Paráfrasis worksheet	Included.
5-point comprehension quiz on poem (2 versions)	Transparency master included.
Preguntas para el examen	Included.
Creating images transparency	Transparency master included.
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 2 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 practice transparencies: Los participios	Included.
Verb grid for imperfect tense (student copies and answer sheet for binder – you can laminate the answer sheets for the binder so they last longer.)	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>
Participios song	Transparency master included.
<i>Participios flashcards</i>	<i>Not included. Make flashcards of all verbs listed on pages 32-33. 4”x 6” index cards work well for this. Buy the packs with five different colors, and use one color for participios, and use the other colors for other verb collections. This makes the various groups of flashcards easy to identify – just grab the blue ones (for example) for this chapter.</i>
Preterite/imperfect posters	Included. Copy on colored paper and laminate if desired.
<i>Additional practice with preterite and imperfect</i>	<i>Not included. Pull additional practice worksheets as needed from your collection of resources.</i>

Ser vs. Estar Activity Guide	Included.
<i>Cards for Ser vs. Estar activity</i>	<i>Not included. You will need a pack of 3"x 5" index cards. If you have 30 students in your class, for example, write a large "E" in green marker on both sides of 30 of the cards. Write a large "S" in red marker on both sides of another 30 cards. See Explanation of Activities.</i>
Other	
Dicho: "Quién canta su mal espanta" 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 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	<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 second one for 3 points. If he misses the second one, he gets a zero.</p>
Connect-5 vocabulary activity	<p>Put transparency on overhead and project onto a white board. Divide students into two teams, team X and team O. Explain that each student must answer in order, and that only that student whose turn it is can answer. You can decide if you want them to be able to get help from others in the group or not. It works both ways, each with its own dynamic.</p> <p>The first person from team X must choose one of the 5 squares on the bottom row only and guess the vocabulary word. If they guess correctly, mark the square with an X. If they do not guess correctly, give the other team as a whole the chance to answer. If they answer correctly, mark the square with an O. Go back and forth between the teams, asking the next person to choose a square and answer. The only squares that can be chosen are the bottom squares. Once a square from the bottom row is marked with an X or O, the next square up is considered the bottom square for that column. The objective is to get 5 X's or O's in a row.</p>
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.
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.
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>
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.
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.
Ser vs. Estar activity	Pass out ser vs. estar cards, one of each to each student. Call out the situations listed on the teacher guide, one at a time. Students hold up either the “S” card or the “E” card, depending on whether

	the situation calls for “ser” or “estar”. Besides being an activity that the students enjoy, this is a very quick way to tell how many students understand which one to use.
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