

Lesson Plans for
Encuentros Maravillosos¹

Capítulo 3

Pre-reading,
Comprehension &
Post-reading
activities and quizzes for
“Viajes”
by Julio Cortázar

Vocabulary
activities and quizzes

Activities for
Reflexive verbs,
direct and indirect object pronouns,
gustar and verbs like gustar

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

Español 4: What do I need to know for chapter 3?

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	Los verbos reflexivos: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ regulares ▪ cambio radical ▪ colocación del pronombre reflexivo <ul style="list-style-type: none"> ○ antes del verbo ○ después del verbo (infinitivos, gerundios, mandatos) <ul style="list-style-type: none"> ▪ acentos escritos
	Complementos directos e indirectos <ul style="list-style-type: none"> ▪ Identify direct and indirect objects in a sentence ▪ Know meanings of pronouns and use correctly in context <ul style="list-style-type: none"> ▪ Colocación del pronombre <ul style="list-style-type: none"> ○ antes del verbo ○ después del verbo (infinitivos, gerundios, mandatos) <ul style="list-style-type: none"> ▪ acentos escritos ▪ Use of both direct and indirect object pronouns in same sentence
	Verbos que se emplean con el complemento directo: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ encantar, faltar, gustar, hacer falta, importar, molestar, parecer
	Repaso: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ verbos: all tenses chapters 1-3 ▪ Ser y estar ▪ la voz pasiva con “se”
	Pronunciación: Correctly pronounce vowels, diphthongs, t, d, b, v, p, spoken accents
	Accents: Use written accents correctly in context
	“Viajes” Through class discussion and written assignments, demonstrate complete understanding of: <ul style="list-style-type: none"> ▪ background information on author ▪ content of story ▪ the story as a caricature ▪ application of caricature themes in new context

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 3

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included.</i>
1	<ul style="list-style-type: none"> • Dicho “Cuando el gato va a sus devociones, bailan los ratones” • Listening comprehension exercises • Review vocabulary pages 43-44 • Pre-reading <ul style="list-style-type: none"> ○ Las caricaturas ○ What is a caricature? (A drawing where certain characteristics are exaggerated) ○ Put a selection of caricatures, one at a time, on the overhead projector; let students identify who each one is; discuss what characteristics are exaggerated and how the exaggerations make it humorous ○ If you were to draw a caricature of yourself, what would you exaggerate? (Physical and psychological characteristics) ○ Have students draw caricatures of themselves on plain white paper. (Collect them, add a title page, and have them bound into a book. Keep it in the front of the classroom. They love looking through this book, as well as books from previous years.) 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Calendar for chapter 3</i> ▪ Objectives for chapter 3 ▪ Dicho transparency and mini-poster ▪ <i>Listening comprehension exercises</i> ▪ <i>Transparencies of 10-12 caricatures (see Materials Required for sources)</i> ▪ <i>Plain white paper for students to begin their caricatures of themselves.</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Vocabulary, pages 44-45 A ▪ Finish caricature
2	<ul style="list-style-type: none"> • Review homework • Pronunciation practice: b, v, p • 5-point vocabulary quiz • Vocabulary practice with flashcards; Q/A p. 45 B • Intro Julio Cortázar; Estrategia para leer • Read in class “Viajes” pages 46-47 <ul style="list-style-type: none"> ○ Preguntas page 47 #1-4, ○ Preguntas de comprensión, page 47 #1-7 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Pronunciation transparency ▪ 5-point vocabulary quiz ▪ <i>Vocabulary flashcards</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ ¿Verdad o falso? page 47 #1-4 ▪ Preguntas de comprensión, page 47 ▪ ¿De quién se habla? pages 48-49
3	<ul style="list-style-type: none"> • Review homework • 5-point comprehension quiz • Vocabulary practice with flashcards; Q/A p. 45 B • Divide the class into two sections. Assign one character type (either fama or cronopio) to each section. Give them 5 min. to prepare a re-telling of the section of the story that relates to their character type. They may not write anything down, and they may not simply memorize the descriptions in the book. The purpose of this is to practice telling about something they remember, as opposed to reading or memorizing. • Call on students from each group to re-tell their part of the story. Call on volunteers to describe las esperanzas (there is very little to tell about them). You will call on 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Vocabulary flash cards</i> ▪ 5-point comprehension quiz ▪ Flashcards con gustar (copies for each student – be sure to copy them single-sided so they can write on the back) ▪ Flashcards con gustar answer sheets <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish flashcards con gustar. Check all answers and be absolutely sure they are correct.

	<p>other students to do the same tomorrow.</p> <ul style="list-style-type: none"> Flash cards con gustar - have them do as many as time permits without seeing the answers. Pass out the answer sheets at the end of the period so they can correct what they have done and finish for homework. They need to be sure they have the <u>correct</u> answer on the back of each flashcard. 	<ul style="list-style-type: none"> Cut flashcards apart
4	<ul style="list-style-type: none"> Review homework Pronunciation practice Give 10 minutes for students to practice with their gustar flashcards Review los reflexivos pages 51-52 Call on individuals to re-tell their part of the story Story: complete hoja de personalidades 	<p>MATERIALS</p> <ul style="list-style-type: none"> Pronunciation transparency Hoja de personalidades Verb grid <p>HOMEWORK</p> <ul style="list-style-type: none"> Los reflexivos, pages 53-54 A, B Finish hoja de personalidades Work on red de verbos
5	<ul style="list-style-type: none"> Review homework 10 minutes to practice gustar flash cards Call on individuals to re-tell story Preguntas para el examen #1: discuss Explain presentación (Yo soy _____ porque....); use ser/estar and gustar; model a good presentation and a not-so-good presentation (here is a good opportunity to ham it up) Homework 	<p>MATERIALS</p> <ul style="list-style-type: none"> Preguntas para el examen Instructions for presentation <p>HOMEWORK</p> <ul style="list-style-type: none"> Los reflexivos, page 55 C Paragraph, pregunta #1 Finish red de verbos
6	<ul style="list-style-type: none"> Review homework Pronunciation practice 10 minute practice gustar flashcards Los complementos directos pages 56-57; colocación, gerundio, infinitivo, mandato Call on remaining individuals to re-tell story Pregunta #2: discuss Introduce proyecto; work on in class 	<p>MATERIALS</p> <ul style="list-style-type: none"> Pronunciation transparency Instructions for project <p>HOMEWORK</p> <ul style="list-style-type: none"> Read lectura, page 57 Los complementos directos, page 58 A, B Paragraph, pregunta #2
7	<ul style="list-style-type: none"> Review homework 10 minute practice gustar flashcards Presentations – do half the class at a time; assign due date by alpha of last name Los complementos indirectos page 59-60; colocación; in same sentence Call on any remaining individuals to re-tell story Pregunta #3: discuss 	<p>MATERIALS</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> Los complementos, pages 61-63 Paragraph, pregunta #3
8	<ul style="list-style-type: none"> Review homework Listening: <i>Encuentros Maravillosos</i> CD 10 minute practice gustar flashcards Otros verbos como gustar page 63 	<p>MATERIALS</p> <ul style="list-style-type: none"> <i>Encuentros Maravilloso CD and worksheet</i> <p>HOMEWORK</p>

	<ul style="list-style-type: none"> • Finish presentations • Pregunta #4: discuss if time 	<ul style="list-style-type: none"> ▪ Gustar and verbs like gustar, pages 64-65 A, B ▪ Paragraph, pregunta #4
9	<ul style="list-style-type: none"> • Review homework • 10 minute gustar flashcards practice • Personalized complementos activity – Power Point • Project due • Repaso section p. 68-71 A, B, C, D, E • Homework: none • Need for today <ul style="list-style-type: none"> ○ personalized complementos overheads 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Personalized complementos activity (Power Point) <p>HOMEWORK</p>
10	<ul style="list-style-type: none"> • Repaso section, pages 68-71 A, B, C, D, E; correct in class (this will take 45-50 minutes – it's a long one this chapter) 	
11	<ul style="list-style-type: none"> • Examen 3 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Examen 3</i>

Materials Required

(Italics denote materials not included.)

Literatura	Preparation
<i>Calendar for Chapter 3</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.
Connect-5 vocabulary activity	Transparency master included.
Transparencies of 10-12 caricatures of famous people. You can find these in a number of places, including online at these sites: http://www.magixl.com/ http://www.ricmachin.com/ http://www.npg.si.edu/exh/caricatures/media.htm	<i>Not included.</i>
Hoja de personalidades	Included.
5-point comprehension quiz	Transparency master included.
Preguntas para el examen	Included.
Instructions for presentation	Included.
Instructions for project	Included
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 3 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 con gustar and answer sheet	Included. Make copies of each for students. Make sure to copy them single-sided so they can write on the back.
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>
Personalized complementos activity	This is included as a Power Point presentation so it can be edited. Type in the name of someone in the class in place of each “#”. Make sure you get everybody at least once, and make sure to be sensitive to whether each person will feel OK about what is being said about him. Make a separate set for each class.
Other	
Dicho: “Cuando el gato va a sus devociones, bailan los ratones” 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	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.
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.
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.
Flashcards con gustar	Have students write the Spanish translation on the back of each flashcard. They should do as many as possible in class without the answer sheet. At the end of the period, pass out the answers. They should correct what they have done very carefully, so they aren't practicing incorrect answers, and they should complete the rest of the cards using the answer sheet. Then they need to cut them apart and bring them to class every day. The reason for the English translation is to get them to understand that they cannot translate directly.
Personalized complementos activity	Use the names of all the students in the class for this activity – they love it. Just make sure to be sensitive to who will react well to some of the sentences. Frequently the more gregarious students will react well to the more controversial ones, and it's best to reserve the more innocuous sentences for the shy students. Do the activity this way: Divide the class into two teams. Put up the first slide of the Power Point presentation. Click once and the question will appear. The first person on Team 1 must answer within a reasonable amount of time. If Team 1 doesn't get the right answer, allow the first person on Team 2 to answer. (The objective is to answer

	the question using all possible object pronouns.) Whenever a student answers correctly, click again and the answer will appear. The team that answers correctly gets a point. Proceed through all the items in this fashion.
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