

Lesson Plans for
Encuentros Maravillosos¹

Capítulo 4

Pre-reading,
Comprehension &
Post-reading
activities and quizzes for
Nada menos que todo un hombre (fragmento)
by Miguel de Unamuno

Vocabulary
activities and quizzes

Activities for
El presente del subjuntivo;
el presente perfecto del subjuntivo

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

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

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	Presente del subjuntivo: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ regulares ▪ -car, -gar, -zar ▪ cambio radical en tercera persona ▪ irregulares
	Presente perfecto del subjuntivo: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ haber ▪ participios regulares e irregulares
	Repaso: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ verbos: all tenses chapters 1-4
	Pronunciación: Correctly pronounce vowels, diphthongs, t, d, b, v, p, r, rr , spoken accents
	<p>Nada menos que todo un hombre <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 ▪ Unamuno's style of writing and how it is reflected in this story ▪ relationships between the characters and how it reflects the culture of the time ▪ irony found in the story ▪ theme of story and how it applies in a 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 4

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included.</i>
1	<ul style="list-style-type: none"> • Dicho “Tal madre, tal hija” • Listening comprehension exercises • Introduce vocabulary, pages 73-74 • Round Robin Story: Divide students into groups of 4. Each group should make up 4-5 different story characters, give them names, and write a on-sentence description of each, using the vocabulary in chapter 1. Give about 5 minutes for this. Each group passes their paper to the next group. This group has 5 minutes to add a paragraph explaining the problem that these characters are having, using the vocabulary from chapter 2. Pass the papers to the next group again. This group adds a paragraph explaining the crisis that occurs as a result of the problem, using vocabulary from chapter 3. Pass the papers to the next group. Add the final paragraph of the story explaining the resolution of the problem, using the vocabulary from chapter 4. Have the groups read their stories aloud to the class at the end. 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Calendar</i> ▪ Objectives ▪ Dicho transparency and mini-poster ▪ <i>Listening comprehension exercises</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Vocabulary, pages 74-75 A, C
2	<ul style="list-style-type: none"> • Review homework • Pronunciation r, rr <ul style="list-style-type: none"> ○ Optional quiz: allow students to take it whenever they feel ready to roll their r’s. If a student passes in 1st quarter, 5/5 points; 2nd quarter 4/5 points, 3rd quarter 3/5 points, etc.) • Vocabulario: las raíces worksheet • Vocabulary practice with flashcards; Q/A p. 75 B • Introduce Unamuno; Estrategia para leer • Pre-reading discussion <ul style="list-style-type: none"> ○ “Think of something your parents wanted you to do that you rebelled against” ¿Cuáles fueron las circunstancias? ¿Cómo resultó? • Have the students read the story in sections, covering the remainder of the story with a piece of paper; after reading each section, discuss it briefly and have students write a description of each character in the <i>red de personajes</i> <ul style="list-style-type: none"> ○ lines 1-16 (cover the rest with paper) ¿Cómo es Julia? ¿Cómo es su apariencia, específicamente? (Point out that there is no physical description. How does Unamuno get his descriptions across, then?) ○ lines 17-29 ¿Cómo es el padre? ¿Qué le importa más que nada? ¿Qué teme el padre? Explain that this would not have been that unusual for a father to do during that time in Spain. ○ lines 30-64 ¿Cómo es la madre? ¿Qué quiere el padre que haga Julia? ¿Qué opina 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparency • Pronunciation quiz • Vocabulario: las raíces worksheet • <i>Vocabulary flashcards</i> • Red de personajes <p>HOMEWORK</p> <ul style="list-style-type: none"> • Re-read story • Finish Red de personajes • Preguntas de comprensión, page 78

	<p>la madre? Discute los valores diferentes de cada personaje. Point out the cultural background – in Spain, during the time of the setting of the story, the father was the head of the family. He had all the power and expected complete obedience from other family members.</p> <ul style="list-style-type: none"> ○ Predict ending; finish reading story. Discuss: What happened? Was it what you expected? 	
3	<ul style="list-style-type: none"> • Review homework • Vocabulary practice with flashcards; Q/A page 75 B • 5-point comprehension quiz • Preguntas para el examen #1: discuss • El presente del subjuntivo pages 79-81; origami practice • Start verb grid 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Vocabulary flashcards</i> • 5-point comprehension quiz • Preguntas para el examen • Origami verb practice transparency • Verb grid <p>HOMEWORK</p> <ul style="list-style-type: none"> • El presente del subjuntivo, pages 82-83 A, B • Red de verbos • Paragraph: Pregunta #1
4	<ul style="list-style-type: none"> • Review homework • Pronunciation practice: r, rr • Vocabulary practice with flash cards • Pregunta #2: discuss; ;make it a point to have students use subjunctive whenever possible; emphasize that they should use the subjunctive when writing their paragraphs • Review present subjunctive, pages 79-81 <ul style="list-style-type: none"> ○ make lists on board of: verbs of influence, expressions of doubt (and certainty), expressions of emotion; leave these on the board for a few days so students can live with them; you will use these lists again in a couple of days. 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparency • <i>Vocabulary flashcards</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Subjunctive, pages 84-85 C, D • Paragraph: Pregunta #2; use subjunctive wherever possible
5	<ul style="list-style-type: none"> • Review homework • Additional practice with subjunctive vs. indicative. Recommended: Grand Premio subjunctive board game 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Grand Premio subjunctive board game or other practice with subjunctive vs. indicative available at www.bravisimo.net</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Rewrite paragraph for Pregunta #1, using subjunctive wherever possible
6	<ul style="list-style-type: none"> • Review homework • Pronunciation practice • Vocabulary oral quiz Q/A page 75 B • Pregunta #3: discuss; make it a point to have students 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Pronunciation transparency • Verb list for oral subjunctive drill

	<p>use subjunctive whenever possible; emphasize that they should use the subjunctive when writing their paragraphs</p> <ul style="list-style-type: none"> • Charla in groups of 4: “Las expectativas de los padres” (use subjunctive whenever possible) • Oral subjunctive drill in small groups: Verbs of influence, doubt, emotion should still be listed on board; give each group a copy of verb list; 1st student says “Yo pido que...”; 2nd student finishes sentence, then starts another sentence; have them cross off verbs as they use them so students must pick a different verb; encourage them to talk about people in the class. 	<p>HOMEWORK</p> <ul style="list-style-type: none"> • Paragraph: Pregunta #3 ;use subjunctive wherever possible
7	<ul style="list-style-type: none"> • Review homework • El presente perfecto del subjuntivo page 86; review participios flashcards • Pregunta #4: discuss • In class: write paragraph Pregunta #4. Use subjunctive whenever possible 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Participios flashcards</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Presente perfecto del subjuntivo, page 87 A, B • Finish paragraph, Pregunta #4
8	<ul style="list-style-type: none"> • Review homework • Pronunciation practice • Listening Activity: EM CD • Vocabulary cubes • Repaso section, pages 88-89 A 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Encuentros Maravillosos listening comprehension CD and worksheet</i> • Vocabulary cubes <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish pages 88-89 A
9	<ul style="list-style-type: none"> • Review homework • Quick review drill of participios with flashcards • Review for test • In-class writing: Describe una rebelión tuya; use subjunctive 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Participios flashcards</i> <p>HOMEWORK</p>
10	<ul style="list-style-type: none"> • Exame n 4 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Examen 4</i> <p>HOMEWORK</p>

Materials Required

(Italics denote materials not included.)

Literatura	Preparation
<i>Calendar for Chapter 4</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>
Vocabulario: las raíces worksheet	Included.
Vocabulary cubes activity	Included.
5-point comprehension quiz on story	Transparency master included.
Preguntas para el examen	Included.
Red de personajes	Included.
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 4 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: El presente del subjuntivo	Included.
Verb grid for present subjunctive (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>
<i>Grand Premio subjunctive board game</i>	<i>Available at www.bravisimo.net See “Grammar” page of website</i>
<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>
Verb list for oral subjunctive drill	Included.
Other	
Dicho: “Tal madre, tal hija” 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.
Pronunciation quiz on r, rr	Included. Students can take this quiz whenever they feel ready. If they pass (all or nothing – be very strict) in the first quarter, they receive 5/5 points. If they

	pass in the second quarter, they receive 4/5 points, etc. It also works to give this quiz for extra credit points – 5 first quarter, 4 second quarter, and so on.
<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>
Vocabulary cubes	<p>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.</p> <p>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.</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.