

Lesson Plans for *Encuentros Maravillosos*¹

Capítulo 5

Pre-reading,
Comprehension &
Post-reading
activities and quizzes for
“El niño al que se le murió el amigo”
by Ana María Matute

Vocabulary
activities and quizzes

Activities for
El futuro; el futuro perfecto;
el condicional; el condicional perfecto;
el uso de se y el complemento indirecto
para eventos inesperados

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

Español 4: What do I need to know for chapter 5?

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	El futuro: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ regulares e irregulares ▪ probabilidad en el presente
	El futuro perfecto: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ haber ▪ participios regulares e irregulares ▪ probabilidad
	El condicional: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ regulares e irregulares ▪ probabilidad en el pasado
	El condicional perfecto: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> ▪ participios regulares e irregulares ▪ probabilidad
	“Se” y el complemento indirecto para hablar de eventos inesperados: Know meaning 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 1-5 ▪ los complementos directos e indirectos ▪ los usos de ser y estar
	Pronunciación: Correctly pronounce vowels, diphthongs, t, d, b, v, p, r, rr, g, h, j, x, spoken accents
	<p><i>“El niño al que se le murió el amigo” 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 ▪ Matute’s style of writing and how it is reflected in this story ▪ relationships between the characters ▪ symbolism found in 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 5

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included.</i>
1	<ul style="list-style-type: none"> • Dicho “A Dios rogando y con el mazo dando” • Listening comprehension activities • Introduce vocabulary pages 91-92 • Review el futuro, pages 96-97 <ul style="list-style-type: none"> ○ Start 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> <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Vocabulary, page 92 A ▪ Finish red de verbos
2	<ul style="list-style-type: none"> • Review homework • Pronunciation practice: g, h, j, x • 5-point vocabulary quiz • Vocabulary practice with flashcards; Q/A page 93 B • Pre-reading <ul style="list-style-type: none"> ○ Small group discussion: “Describe una experiencia fuerte y cómo te ha cambiado la vida.” This discussion is best done in small groups and on a semi-voluntary basis, since some students may be in the midst of very emotional personal situations at the moment. You would want to respect their desire not to talk about it to the class. ○ Look at the title of the story. ¿De qué se tratará este cuento? ¿Será triste o alegre, serio o divertido? ○ Intro Matute; discuss Estrategia para leer • Have students read “El niño al que se le murió el amigo” page 94 <ul style="list-style-type: none"> ○ Preguntas de comprensión page 95 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Pronunciation transparency ▪ <i>Vocabulary flashcards</i> ▪ 5-point vocabulary quiz <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Finish Preguntas de comprensión, page 95
3	<ul style="list-style-type: none"> • Review homework • Origami practice: el futuro • Probabilidades activity: Pass out a card to each student. Give 5 minutes to think of answers to these questions: ¿Qué/quién será? ¿Cómo se sentirá? ¿Qué hará? ¿Por qué? ¿Qué dirá? Have students get into groups of 4-6 and talk about their cards to their groups. Students should feel free to comment on probabilities for other students’ cards as well as their own. As a wrap-up, call on each group to tell one or two or more of their best or most creative probabilities to the class as a whole. (See Explanation of Activities for alternative activity.) • Vocabulary practice with flashcards; Q/A p. 93 B • 5-point comprehension quiz • Preguntas para el examen: Pregunta #1: discuss <ul style="list-style-type: none"> ○ Write paragraph for Pregunta #1 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Preguntas para el examen ▪ Origami verb practice ▪ Probabilidades activity ▪ 5-point comprehension quiz <p>HOMEWORK</p> <ul style="list-style-type: none"> • El futuro, pages 97-99 A, B, C • Finish paragraph Pregunta #1
4	<ul style="list-style-type: none"> • Review homework 	<p>MATERIALS</p>

	<ul style="list-style-type: none"> • Pronunciation practice: g, h, j, x • Quick drill participios flashcards • Participios song • Review el futuro perfecto page 100 • Pregunta #2: discuss • Monólogo interior 	<ul style="list-style-type: none"> ▪ Pronunciation transparency ▪ <i>Participios flashcards</i> ▪ Participios song ▪ Monólogo interior <p>HOMEWORK</p> <ul style="list-style-type: none"> • El futuro perfecto, pages 100-103 A, B, C • Finish Monólogo interior
5	<ul style="list-style-type: none"> • Review homework • El condicional pages 102-103 <ul style="list-style-type: none"> ◦ Origami verb practice • Pregunta #3: discuss • Assign proyecto: Línea del futuro 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Instructions for project ▪ Origami verb transparency <p>HOMEWORK</p> <ul style="list-style-type: none"> • El condicional, pages 103-105 A, B, C
6	<ul style="list-style-type: none"> • Review homework • Pronunciation practice • El condicional perfecto, page 105 • Pregunta #4: discuss • Work on project 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Pronunciation transparency <p>HOMEWORK</p> <ul style="list-style-type: none"> • El condicional perfecto, pages 106-107 A, B, C
7	<ul style="list-style-type: none"> • Review homework • “se” y el complemento directo, pages 107-108 • Work on project 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <p>HOMEWORK</p> <ul style="list-style-type: none"> • “se” y el complemento directo, pages 108-109
8	<ul style="list-style-type: none"> • Review homework • Pronunciation practice • Listening: <i>Encuentros Maravillosos</i> CD and worksheet • Round Robin review activity • In-class writing: Describe una experiencia fuerte y como te ha cambiado la vida. ¿Cómo serás diferente en el futuro a causa de la experiencia? 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Pronunciation transparency ▪ <i>Encuentros Maravillosos</i> CD and worksheet ▪ Round Robin review activity <p>HOMEWORK</p> <ul style="list-style-type: none"> • Project due tomorrow
9	<ul style="list-style-type: none"> • Project due • Repaso para el examen • Sección de repaso, pages 110-112 – complete in class; correct at the end of class 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Transparency of answers for pages 110-112</i> <p>HOMEWORK</p>
10	<ul style="list-style-type: none"> • Examen 5 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Examen 5</i> <p>HOMEWORK</p>

Materials Required

(Italics denote materials not included.)

Literatura	Preparation
<i>Calendar for Chapter 5</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.
5-point comprehension quiz on poem	Transparency master included.
Preguntas para el examen	Included.
Monólogo interior	Included.
Round Robin review activity master	Questions and answers are included. <i>You will also need 25 index cards.</i> On the activity master, you will see 25 questions paired with 25 answers. <u>The answers are not the answers to the questions with which they are paired.</u> Cut on the dotted line between each pair. (The first question includes a star to indicate which question comes first.) Each answer includes a picture of a truck to easily identify it as an answer instead of a question. Answers are in blue. Questions are in black. Choose <u>one</u> pair and cut the question and answer apart. When you cut the first question and answer apart, be sure to include the star with the question. <u>Do not try to cut them all at once – you will mix up the order.</u> Be sure to leave the picture of the truck with the answer portion. Glue the question to one side of an index card. Glue the answer to the other side of that <u>same</u> index card. Now you have an index card with a question on one side, and the answer to a different question on the other side. Cut and glue the remaining questions and answers in the same fashion, one at a time. Laminate if desired.
Round Robin Answers	Included.
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 5 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 futuro, el condicional	Included.
Verb grid for future and conditional tenses (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 available free for immediate download at www.Bravisimo.net
<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>
Probabilities activity	Cut each page into 4 cards with a picture on each card. Laminate if desired. Alternate activity (see Explanation of Activities): make transparencies of a selection of the pictures.
Instructions for project: Línea del futuro	Included.
Other	
Dicho: “A Dios rogando y con el mazo dando” 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>
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,</p>

	<p>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.
Monólogo interior	Have students do a small drawing of each indicated scene. In the conversation bubble, they should write what the child is probably thinking in that particular scene. They should write it in the first person, as if they were the child. The purpose of this exercise is for the students to understand the mental and emotional stages that the child goes through as a result of his experience.
Línea del futuro	Students will prepare a time line of their own futures, including what they will be doing at each age in the future. (See instruction sheet.) They should use a variety of subjects for their verbs – not just “Yo”.
Round Robin review activity	<p>Pass out a card to each student. If you have more than 25 students, you can either pair them up, or have the remaining students act as judges to determine if the answers are correct. The student with the star above his question will begin. All other students should turn their cards to the side that has an answer – this would be the side printed in blue with a picture of a truck on it.</p> <p>The first student (with the star) reads his question aloud. Whoever has the answer to that question should read the answer aloud. Have a copy of the answers on hand for yourself to make sure they answer correctly. If a student gives a wrong answer, tell them that is not the correct answer and wait for whoever has the correct answer. The person with the question may need to repeat it until the correct answer is forthcoming. Don’t let them proceed until the correct answer has been given, otherwise the activity will not work. Once a student reads the correct answer, that same student should then turn his card over and read his question. Whoever has the correct answer reads it aloud, and then turns his card over and reads his question. Continue in this fashion until all the questions and answers have been read. The person (with the star) who read the first question will have the answer to the last question.</p>
Probabilities activity	<p>Pass out a card to each student. Give 5 minutes to think of answers to these questions: ¿Qué/quién será? ¿Cómo se sentirá? ¿Qué hará? ¿Por qué? ¿Qué dirá? Have students get into groups of 4-6 and talk about their cards to their groups. Students should feel free to comment on probabilities for other students’ cards as well as their own. As a wrap-up, call on each group to tell one or two or more of their best or most creative probabilities to the class as a whole.</p> <p>Another option for this activity: Put up a transparency of one of the pictures. Have volunteers speculate on what the character is probably saying, thinking, doing, and so forth. Hand out frijoles or whatever you use for participation points. Continue in this fashion with as many of the pictures as appropriate.</p>

