

Lesson Plans for
Encuentros Maravillosos¹

Capítulo 6

Pre-reading,
Comprehension &
Post-reading
activities and quizzes for
“La peste del insomnio,”
(fragmento de *Cien años de soledad*)
by Gabriel García Márquez

Vocabulary
activities and quizzes

Activities for
El imperfecto del subjuntivo;
el pluscuamperfecto del subjuntivo

Contents

Objectives	3
Lesson Plan.....	4-5
Materials Required	6
Explanation of Activities	7-8

www.Bravisimo.net

Copyright © 2007 by Lynn Fernandez.
All rights reserved.

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

Español 4: What do I need to know for chapter 6?

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	<p>Imperfecto del subjuntivo: Know meanings, spell correctly and use correctly in context</p> <ul style="list-style-type: none"> ▪ repaso: tercera persona del pretérito de todos los verbos <ul style="list-style-type: none"> ○ regulares, irregulares, cambio radical, cambios de ortografía ▪ regulares
	<p>Pluscuamperfecto del subjuntivo: Know meanings, spell correctly and use correctly in context</p> <ul style="list-style-type: none"> ▪ haber ▪ participios regulares e irregulares ▪ frases con “si...entonces”
	<p>Repaso: Know meanings, spell correctly and use correctly in context</p> <ul style="list-style-type: none"> ▪ verbos: all tenses chapters 1-6 ▪ la voz pasiva con “se” ▪ ser y estar
	Pronunciación: Correctly pronounce vowels, diphthongs, t, d, b, v, p, r, rr, g, h, j, x, y, ll, q, c, z, spoken accents
	<p><i>“La peste del insomnio” 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 ▪ García Marquez’ style of “realismo mágico” and how it is reflected in this story ▪ Differences between the styles of “realismo mágico” of García Márquez and Borges ▪ comic and absurd elements found in the story

Skills Development

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

Lesson Plan for Chapter 6

	Lesson Plan	Materials and Homework <i>Italics denote items not included.</i>
1	<ul style="list-style-type: none"> • Dicho “Si a Roma fueres, haz como vieres” • <i>Listening comprehension exercises</i> • Pronunciation practice: l, ll , y, q, z, c (before a, o, u, and e, I) • Introduce vocabulary, pages 113-114 • Imperfecto del subjuntivo: forms pages 121-122; <ul style="list-style-type: none"> ○ Origami verb practice – do the 2 pages with preterite 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ <i>Calendar for Chapter 6</i> ▪ Objectives ▪ Transparency and mini-poster of dicho ▪ <i>Listening comprehension exercises</i> ▪ Origami verb transparencies <p>HOMEWORK</p> <ul style="list-style-type: none"> • Vocabulary, pages 114-115 A
2	<ul style="list-style-type: none"> • Review homework • 5-point vocabulary quiz (transparency – don’t forget to cover up the answers on the bottom half of the page) • Pre-reading <ul style="list-style-type: none"> ○ Introduce García Márquez; Estrategia para leer ○ Intro story; go over cast of characters with the class so they all start out knowing who is who. • Read 1st half of story page 117, in pairs; begin Preguntas de comprensión #1-5 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ 5-point vocabulary quiz ▪ Pronunciation practice transparency ▪ <i>Vocabulary flashcards</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Re-read page 116-117 • Preguntas de comprensión, page 119 #1-5
3	<ul style="list-style-type: none"> • Review homework • Vocabulary practice with flashcards; Q/A p. 115 B • Read 2nd half of story pages 118-119; Preguntas de comprensión, page 119 #6-10 	<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Vocabulary flashcards</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Re-read pages 118-119 • Preguntas de comprensión #6-10
4	<ul style="list-style-type: none"> • Review homework • Pronunciation practice • Review vocabulary flashcards • In groups of 4, have students discuss Preguntas para el examen, #1 and 2. Have students take notes on the discussions – they will need these later. (See Explanation of Activities for complete instructions, including instructions for grouping.) • Imperfecto del subjuntivo: <ul style="list-style-type: none"> ○ Origami verb practice – one page ○ Uses of imperfect subjunctive: influence, emotion, doubt, if..then, como si... 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Pronunciation transparency ▪ <i>Vocabulary flashcards</i> ▪ Origami verb transparency ▪ Preguntas para el examen <p>HOMEWORK</p> <ul style="list-style-type: none"> • El imperfecto del subjuntivo, pages 123-124 A
5	<ul style="list-style-type: none"> • In groups of 4, have students discuss Preguntas para el examen, #3. Have students take notes on the discussions – they will need these later. (See Explanation of Activities for complete instructions, including instructions for grouping.) • Imperfect subjunctive – origami practice • Explain letreros 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Instructions for letreros • Origami verb transparency <p>HOMEWORK</p> <ul style="list-style-type: none"> • Letrero

6	<ul style="list-style-type: none"> In groups of 4, have students discuss Preguntas para el examen, #4. Have students take notes on the discussions – they will need these later. (See Explanation of Activities for complete instructions, including instructions for grouping.) Imperfect subjunctive – origami practice 	<p>MATERIALS</p> <ul style="list-style-type: none"> Origami verb transparency <p>HOMEWORK</p> <ul style="list-style-type: none"> Review notes from group discussions. Prepare for oral quiz.
7	<ul style="list-style-type: none"> Review homework Vocabulary Matching Activity Imperfect subjunctive – origami practice Pluscuamperfecto del subjuntivo pages 127-128 “If I Were a Rich Man” – Play song to get their attention. Ask what kind of sentences make up this song (if...then statements); assign project 	<p>MATERIALS</p> <ul style="list-style-type: none"> Vocabulary Matching Activity Origami verb transparency <i>Recording of “If I Were a Rich Man,” from Fiddler on the Roof</i> Instructions for project “If I Were a Rich Man” <p>HOMEWORK</p> <ul style="list-style-type: none"> Pluscuamperfecto del subjuntivo, pages 128-129 A, B Prepare for oral quiz
8	<ul style="list-style-type: none"> Review homework Listening: <i>Encuentros Maravilloso CD</i> Pronunciation practice Oral quiz on Preguntas para el examen. Assign each of the grouping colors from Day 6 to a question from Preguntas para el examen. Example: rojo = pregunta #1; verde = pregunta #2, etc. If you have more than one section, you may want to assign different colors to each question for each class period. Call on each group to answer each of the questions in order, either in front of the class or one-on-one with the teacher. (If you do them one-on-one, assign pages 130-131 for the class to do while you are working with individuals.) (See Explanation of Activities for detailed instructions.) Work on projects if time 	<p>MATERIALS</p> <ul style="list-style-type: none"> Encuentros Maravillosos CD and worksheet Pronunciation transparency <p>HOMEWORK</p> <ul style="list-style-type: none"> Projects due tomorrow
9	<ul style="list-style-type: none"> Proyecto due “If I were a rich man..” Repaso para el examen Repaso section pages 130-132; correct in class 	<p>MATERIALS</p> <p>HOMEWORK</p>
10	<p>Examen 6</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> <i>Examen 6</i> <p>HOMEWORK</p>

Materials Required

(Italics denote materials not included.)

Literatura	Preparation
<i>Calendar for Chapter 6</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 matching activity	Included.
Preguntas para el examen	Included.
Instructions for letreros	Included.
Instructions for proyect "If I Were a Rich Man"	Included.
<i>Recording of the song "If I Were a Rich Man" from the movie/broadway musical Fiddler on the Roof</i>	<i>Not included.</i>
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 6 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 imperfecto del subjuntivo	Included.
Other	
Dicho: "Si a Roma fueres, haz como vieres" 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>
Vocabulary Matching Activity	Make 8-10 sets of the activity pages. It works best if each set is a different color, so it's easy to keep them separated. Cut each set of pages into cards and shuffle each pack of cards. Have the class form groups of four. Give one pack of cards to each group. The first group that matches all the cards correctly wins.
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.
Group Discussion of Preguntas para el examen	<p>Group students with colored paper in this way (you will need 4 different colors of paper): Divide the number of students per class by 4, so if you have 28 students, the number is 7. Cut 7 pieces of each color of paper, and number each piece 1-7. Have students draw papers randomly.</p> <p>Group all number 1's together, all number 2's together, etc. Each group should have one person of each color.</p> <p>The students will discuss Preguntas para el examen #1 as a group and agree on the answer. The next day, they will discuss question #3, and so on. After a few days, all 4 questions will have been discussed. Someone from the group will have to <u>explain the answer that the group has agreed on</u> (not their own personal answer) as an oral quiz, another person will answer #2, etc. But no one knows yet which question they will have to answer.</p> <p>On the day of the presentations, announce which questions are assigned to which color – red has #1, blue has #2, etc. Each student must present <u>the answer that the group has agreed on</u>. Have the students either do the explanations in front of the class (can get boring and gives the later groups an advantage, but also allows other students to listen), or have them do their explanation one-on-one with the teacher.</p>
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

	<p>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.</p>
<p>Origami Verb practice</p>	<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>