

# Lesson Plans for *Encuentros Maravillosos*<sup>1</sup>

## Capítulo 7

Pre-reading,  
Comprehension &  
Post-reading  
activities and quizzes for  
*Como agua para chocolate*  
by Laura Esquivel

Vocabulary  
activities and quizzes

Activities for  
Los mandatos  
El subjuntivo después de antecedentes  
negativos e indefinidos, y después  
de ciertos adverbios y conjunciones

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<sup>1</sup>Abby Kanter, *Encuentros Maravillosos* (Addison Wesley Longman, 1998).

### Español 4: What do I need to know for chapter 7?

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	Los mandatos: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> <li>▪ Ud. y Uds. afirmativos y negativos</li> <li>▪ Tú afirmativos y negativos</li> <li>▪ Nosotros, Vosotros</li> <li>▪ Indirectos</li> <li>▪ Colocación de pronombres (reflexivos, complementos)</li> </ul>
	El subjuntivo después de ciertos adverbios y conjunciones: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> <li>▪ siempre subjuntivo</li> <li>▪ a veces subjuntivo, a veces indicativo</li> <li>▪ confusion with phrases that use the infinitive</li> </ul>
	Repaso: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> <li>▪ verbos: all tenses chapters 1-7</li> <li>▪ la voz pasiva con “se”</li> <li>▪ complementos directos e indirectos</li> </ul>
	Pronunciación: Correctly pronounce all sounds and spoken accents in Spanish <ul style="list-style-type: none"> <li>▪ repaso: vocales y diptongos</li> </ul>
	<i>Como agua para chocolate</i> Through class discussion and written assignments, demonstrate complete understanding of: <ul style="list-style-type: none"> <li>▪ background information on author</li> <li>▪ content of story</li> <li>▪ Esquivel’s style of “realismo mágico” and how it is reflected in this story</li> <li>▪ relationships between the characters and how they reflect the culture of the time</li> <li>▪ universal aspects of the relationships in the story</li> <li>▪ symbolism found in the story</li> <li>▪ metaphor of “los cerillos”</li> </ul>

### Skills Development

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

### Lesson Plan Chapter 7

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included</i>
1	<ul style="list-style-type: none"> <li>• Dicho: “Quien siembra vientos recoge tempestades”</li> <li>• <i>Listening comprehension activities</i></li> <li>• Pronunciation practice: vocales y diptongos</li> <li>• Introduce vocabulary pages 133-134</li> <li>• Introduce project (2 parts – written recipe and oral presentation).</li> <li>• Los mandatos Ud. Uds. p. 140; origami practice</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Calendar/objectives</li> <li>• Dicho transparency and mini-poster</li> <li>• <i>Listening comprehension exercises</i></li> <li>• Pronunciation transparency</li> <li>• Explanation of project</li> <li>• Transparency: origami practice mandatos</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Page 134-135 A, C</li> </ul>
2	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• <i>Vocabulary practice with flashcards</i></li> <li>• In pairs practice Q/A p. 135 B</li> <li>• Pre-reading               <ul style="list-style-type: none"> <li>○ Class discussion: ¿Hay comida que tiene algún significado especial para ti? ¿Para tu familia?</li> <li>○ Introduce Laura Esquivel/Estrategia para leer</li> </ul> </li> <li>• Read story lines 1-85 in pairs</li> <li>• Write a diary entry for Tita: What would she have written in her diary at this point in the story?</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary flashcards</i></li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Diary entry for Tita</li> </ul>
3	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• <b>Diary entries due</b></li> <li>• Pronunciation practice</li> <li>• <i>Quick vocabulary review with flashcards</i></li> <li>• In pairs (different partner from yesterday), practice Q/A p. 135 B</li> <li>• Read 2<sup>nd</sup> half of story lines 86-134</li> <li>• Write 2<sup>nd</sup> diary entry for Tita: What would she have written at this point in the story?</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Pronunciation practice transparency</li> <li>• <i>Vocabulary flashcards</i></li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Preguntas de comprensión, page 138</li> <li>• Finish diary entries</li> </ul>
4	<ul style="list-style-type: none"> <li>• <i>Film: Como agua para chocolate</i>; worksheet</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• <i>Film: Como agua para chocolate</i></li> <li>• Worksheet</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Work on project</li> </ul>
5	<ul style="list-style-type: none"> <li>• <i>Film: Como agua para chocolate</i>; worksheet</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• <i>Film: Como agua para chocolate</i></li> <li>• Worksheet</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Work on project</li> </ul>
6	<ul style="list-style-type: none"> <li>• <i>Film: Como agua para chocolate</i>; worksheet</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• <i>Film: Como agua para chocolate</i></li> <li>• Worksheet</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Work on project</li> </ul>
7	<ul style="list-style-type: none"> <li>• Debrief movie; review worksheet               <ul style="list-style-type: none"> <li>○ Discuss role of food in film; novel begins each chapter with a recipe</li> </ul> </li> <li>• Preguntas para el examen #1: discuss</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Preguntas para el examen</li> <li>• Transparency: origami practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Los mandatos tú and vosotros page 141; origami practice</li> <li>• Los mandatos indirectos; colocación de pronombres page 142</li> <li>• Do page 145 C in class</li> </ul>	<p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• Write paragraph pregunta #1</li> <li>• Page 143-145 A, B, D</li> </ul>
8	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Preguntas para el examen #2: discuss</li> <li>• Antecedentes negativos y indefinidos, page 148</li> <li>• El subjuntivo con adverbios y conjugaciones, page 147-148</li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• Preguntas para el examen</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• Pages 149-150 A, B</li> <li>• Pregunta #2: write paragraph</li> </ul>
9	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Pregunta #3: discuss</li> <li>• <b>Presentations: A-K</b> (divide class in half by last name)</li> </ul>	<p>MATERIALS</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• Page 151 C</li> <li>• Pregunta #3: paragraph</li> </ul>
10	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Pregunta #4: discuss</li> <li>• <b>Presentations L-Z</b></li> </ul>	<p>MATERIALS</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• Pregunta #4: paragraph</li> </ul>
11	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• <i>Listening: EM CD with worksheet</i></li> <li>• Presentations overflow</li> <li>• Repaso para examen</li> <li>• Repaso section, pages 152-154; correct in class</li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• <i>EM CD and worksheet</i></li> </ul> <p>HOMEWORK</p>
12	<ul style="list-style-type: none"> <li>• <u><b>Examen 7</b></u></li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• <i>Examen 7</i></li> </ul>

## Materials Required

*(Italics denote materials not included.)*

<b>Literatura</b>	<b>Preparation</b>
<i>Calendar for Chapter 7</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>
<i>Copy of film: Como agua para chocolate</i>	<i>Not included.</i>
Worksheet for film	Included.
Preguntas para el examen	Included.
Instructions for Project	Included.
Rubric for Project	Included.
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 7 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>
<b>Gramática</b>	
Origami practice transparencies: Los mandatos con Ud., Uds., tú	Included.
<b>Other</b>	
Dicho: “Quien siembra vientos recoge tempestades” Transparency and laminated hard copy	See “Proverbs for Spanish 4,” available free for immediate download at <a href="http://www.Bravisimo.net">www.Bravisimo.net</a> . 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.
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"</p>

	<p>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>
<p>Project: ¡Bam! El programa de Emeril</p>	<p>The objective of this project is for students to choose a food that is meaningful in some way, to write the recipe for it using Ud. commands, and to present the recipe to the class in an oral presentation using Ud. commands.</p> <p>Each student should also bring very small bites of their food to class for everyone to try. Some important things to emphasize:</p> <ul style="list-style-type: none"> <li>• Students should bring only very small portions because they will be trying at least 10 different things each day</li> <li>• They should bring food already divided into portions wherever possible. Otherwise serving the food can take too much class time.</li> <li>• Everyone should try everything – they don’t have to like it, but they have to try it – unless there is a legitimate reason (allergies, vegetarian, Kosher, etc.)</li> <li>• Remind students to bring anything needed to eat their food – forks, napkins, etc.</li> <li>• Keep a close eye on the clock and keep the presentations moving in order to make sure everyone who brought food has a chance to serve it that day. If in doubt, schedule fewer presentations on any one day.</li> </ul>