

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

## Capítulo 9

Pre-reading,  
Comprehension &  
Post-reading  
activities and quizzes for  
*La casa de los espíritus (fragmento)*  
by Isabel Allende

Vocabulary  
activities and quizzes

Activities for  
Lo que, lo cual; lo + adjetivo;  
el subjuntivo + lo que + el subjuntivo;  
por + adjetivo o adverbio +  
que + el subjuntivo

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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 9?

	Vocabulario: Know meanings, spell correctly and use correctly in context
	Dicho: Know meaning and write correctly with no errors
	Palabras que confunden: Know meanings, spell correctly and use correctly in context
	Cognados falsos: Know meanings, spell correctly and use correctly in context
	lo que, lo cual: Know meanings, spell correctly and use correctly in context
	Lo + adjetivo: Know meaning and use correctly in context
	subjuntivo + lo que + subjuntivo: Know meaning, spell correctly and use correctly in context
	Por + adjetivo o adverbio + que + subjuntivo: Know meaning, spell correctly and use correctly in context
	Repaso: Know meanings, spell correctly and use correctly in context <ul style="list-style-type: none"> <li>▪ verbo: all tenses chapters 1-9</li> <li>▪ por y para</li> </ul>
	Pronunciación: Correctly pronounce all sounds and spoken accents in Spanish <ul style="list-style-type: none"> <li>▪ repaso: b, v, p</li> </ul>
	La casa de los espíritus <i>Through class discussion and written assignments, demonstrate complete understanding of:</i> <ul style="list-style-type: none"> <li>▪ background information on author</li> <li>▪ content of story</li> <li>▪ Allende's style of writing and how it is reflected in this story</li> <li>▪ comic and absurd elements of the story</li> <li>▪ application to this story of the saying "Truth is stranger than fiction"</li> <li>▪ comparison of styles of realismo mágico of Allende, Esquivel, and Borges</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 9

Day	Lesson Plan	Materials and Homework <i>Italics denote items not included</i>
1	<ul style="list-style-type: none"> <li>• Dicho “Mucho ruido y pocas nueces”</li> <li>• <i>Listening Comprehension exercises</i></li> <li>• Introduce vocabulary, pages 179-180; practice with flashcards</li> <li>• If you have a computer lab, have students do research on “sixth sense” and “extrasensory perception.” (Otherwise, have them do the research for homework.) There is an interesting article from <i>Psychology Today</i> and kind of a fun on-line ESP test at these links: <a href="http://psychologytoday.com/articles/pto-20000701-000034.html">http://psychologytoday.com/articles/pto-20000701-000034.html</a> <a href="http://www.scientificpsychic.com/esp/esptest.html">http://www.scientificpsychic.com/esp/esptest.html</a></li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Dicho</li> <li>• <i>Listening comprehension exercises</i></li> <li>• <i>Vocabulary flash cards</i></li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, pages 80-81 A</li> </ul>
2	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Pronunciation practice: b, v, p</li> <li>• <b>5-point vocabulary quiz</b>; cover the answers on the bottom of the page!!</li> <li>• Vocabulary practice with flashcards; Q/A page 181 B</li> <li>• Pre-reading               <ul style="list-style-type: none"> <li>○ <i>Encuesta: el sexto sentido</i></li> <li>○ Intro Allende; Estrategia para leer</li> </ul> </li> <li>• Read story in class up to line 75, page 182-183; answer Preguntas de comprensión #1-6</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Pronunciation transparency</li> <li>• Vocabulary quiz</li> <li>• <i>Vocabulary flashcards</i></li> <li>• <i>Encuesta: el sexto sentido (see Materials Required for source)</i></li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Re-read story up to line 75</li> <li>• Preguntas de comprensión, page 184 #1-6</li> </ul>
3	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Vocabulary practice with flashcards; Q/A, page 181 B</li> <li>• Finish reading story p. 184; preguntas de comprensión page 184</li> <li>• Palabras que confunden pages 186-189 and Cognados Falsos, pages 190-191</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Vocabulary flashcards</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Preguntas de comprensión, page 184 #7-9</li> <li>• Palabras que confunden, cognados falsos, pages 191-194 A, B</li> </ul>
4	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Pronunciation practice</li> <li>• Do quick charades (pictionary works, also) with Palabras que confunden and Cognados Falsos</li> <li>• <b>5-point comprehension quiz</b>; cover the answers on the bottom half of the page!!</li> <li>• Debrief preguntas de comprensión</li> <li>• Discuss Preguntas para el examen #1</li> <li>• Storytelling: Have students choose one scene in the story and prepare to tell it in rich detail with appropriate expression</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Comprehension quiz</li> <li>• Preguntas para el examen</li> <li>• Charades/Pictionary cards</li> <li>• Instructions for Storytelling</li> <li>• Grading sheets for storytelling</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Párrafo: preguntas para el examen #1</li> </ul>
5	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Call on individuals randomly for storytelling; correct grammar; do about a third of the class each day</li> <li>• Discuss Preguntas para el examen #2</li> </ul>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary flashcards</i></li> <li>• Hoja: Escenas graciosas</li> </ul>

	<ul style="list-style-type: none"> <li>• Hoja: Escenas graciosas. This works best if they do it in class so they can discuss it with one another.</li> </ul>	<p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• Párrafos: preguntas para el examen #2</li> <li>• Hoja – Escenas graciosas</li> </ul>
6	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Pronunciation practice with flashcards</li> <li>• Call on individuals randomly for storytelling; correct grammar</li> <li>• Discuss Pregunta #3</li> <li>• lo que y lo cual, page 194</li> <li>• Introduce Proyecto: mapa de carretera. Work on in class if time.</li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• Instructions for Proyecto</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• Párrafo: Pregunta #3</li> <li>• Lo que, lo cual, page 194-195 A, B, C</li> </ul>
7	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Listening: <i>Encuentros Maravillosos</i> CD and worksheet</li> <li>• Discuss Pregunta #4</li> <li>• Call on individuals randomly for storytelling; correct grammar</li> <li>• lo + adjetivo page 196</li> <li>• Work on proyecto in class if time</li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• <i>Encuentros Maravillosos Listening CD and worksheet</i></li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• Párrafo: Pregunta #4</li> <li>• Lo + adjetivo, pages 196-197 A, B</li> </ul>
8	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Pronunciation practice</li> <li>• Charla en grupos: describe un acontecimiento que ha causado gran alboroto en tu casa</li> <li>• Más usos del subjuntivo page 198</li> <li>• Work on proyecto</li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• Pronunciation transparency</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>• El subjuntivo, pages 199-200 A, B, C</li> <li>• Proyecto</li> </ul>
9	<ul style="list-style-type: none"> <li>• Review homework</li> <li>• Palabras que confunden review activity: uncover items one at a time to keep students focused</li> <li>• Repaso pages 201-204; correct in class</li> <li>• <b>Proyecto due</b></li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• Palabras que confunden transparency</li> </ul> <p>HOMEWORK</p>
10	<ul style="list-style-type: none"> <li>• <b>Examen 9</b></li> </ul>	<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• <i>Examen 9</i></li> </ul>

## Materials Required

*(Italics denote materials not included.)*

<b>Literatura</b>	<b>Preparation</b>
<i>Calendar for Chapter 9</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 (2 versions)	Transparency master included.
Encuesta: “El sexto sentido”	This “encuesta” can be found on page 3 of the text <i>Conexiones</i> , published by Prentice Hall. Prepare a copy of the questions for the students, and a separate copy of the “analysis” to show on the overhead when they are finished.
Hoja: Escenas graciosas	Included.
5-point comprehension quiz on story (3 versions)	Transparency master included.
Preguntas para el examen	Included.
Instructions for storytelling with rubric	Included.
Instructions for Project	Included.
<i>Listening CD for Encuentros Maravillosos</i>	<i>Not included.</i>
<i>Examen 2 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>	
Charades/pictionary cards for Palabras que confunden and Cognados falsos	Included.
Palabras que confunden review activity transparency master	Included.
<b>Other</b>	
Dicho: “Mucho ruido y pocas nueces” 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>
Encuesta “El sexto sentido”	This “encuesta” can be found on page 3 of the text <i>Conexiones</i> , published by Prentice Hall. I give the students the questions first. After they have answered them, put the ¿Cómo tabular tus respuestas? section on the overhead projector.
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.