

## CAPÍTULO 1 LESSON PLANS AT A GLANCE

### PREPARATION

Vocabulary Building: Use teaching suggestions provided (TPR, TPRS, dialogue, etc.) to build students' word recognition and contextualized meaning of this chapters' vocabulary: está, hay, habla, quiere, tiene, guapa, de, del, con, y, muy, porque, su.

### BEFORE READING

#### 1. Background Knowledge

- A. Complete the first two of the 3-column K-W-L chart: What I know, what I want to know, what I learned--What do I know about civil wars, secret agents, 1937, military coups, Picasso, etc.
- B. Create Interest: Show provided images/props/maps about the story's topic: Paris (knowing the places in Paris is not necessary), secret agents, rumors, artwork, Civil War, military coup, Paris in 1937, Spear of Destiny. Visual Aids: painting 'Guernica', photos of Picasso including some of his more well-known works, Franco, maps of France/Paris and Spain, photos from 1937.
- C. Read about Spain, languages of Spain, Spear of Destiny, Guernica, Picasso, Barcelona, and Paris from passages provided or from Internet sources.
- D. Use the maps of Spain, France, and your country/state to converse with students familiarizing them with geography while modeling how to sustain a conversation. ¿De dónde es Paula? ¿De dónde eres tú? ¿Tu papá? ¿Tu mamá?
- E. Act out the 2 opposing sides of the Spanish Civil War.
- F. Complete the third column of K-W-L chart.

#### 2. Vocabulary

- A. Introduce how to recognize cognates.
- B. Display new vocabulary words within their context. Use the provided sentences to ask students questions about their own lives.
- C. More vocabulary building activities as needed. Use diagnostic vocabulary quiz to assess if text is at an appropriate reading level for students (90% comprehension). If not, reteach vocabulary with activities from the preparation section.

### DURING READING

#### 1. Set the Purpose: Read to obtain information

- A. Students skim the chapter to answer these questions: What is the setting of the story? Who are the main characters? What do the characters want?

#### 2. Build Comprehension [Choose 1 of the options from "A"]

- A. Personal Experience: Read aloud or play the audio recording. Pause often to connect the reader to the vocabulary and the text, using the provided personalized questions as a model with the whole class.
- A-1. Read for Details: Read aloud or play the audio recording. Pause often and ask the knowledge-based questions.
- A-2. Vocabulary: Read aloud a paragraph in Spanish and students take turns translating the text into their first language.

- B. Check for Understanding: Students answer these questions before moving on: 1. Why are Paula and Luis in Paris? 2. Why is Paula with Luis? 3. What is the importance of Luis' father for the plot? 4. Why is Franco's desire for the Spear different from that of Luis' father?

## REREADING/ WRITING ACTIVITIES

### 1. Graphic Organizers [Whole group, partners, and individual groupings]

- A. Whole group records the plot, setting, and characters from setting purpose notes.
- B. Draw a picture of Paula or Luis inside of a large circle of a web diagram. Connect the circle with lines to information in Spanish about the character.
- C. Whole group: Students use their drawings to compare Paula and Luis by recording the information on a large T-bar graph. Decide who in the class is most like the characters using the provided questions.
- D. Partners: Answer provided personalized questions chart and report the information in a Venn diagram. Share out the information with the whole class.

## ASSESSMENTS

### 1. Listening (National Standard 1.2 Interpretative Communication)

- A. Display comics. Make verbal statements about the sketches and have students write the letter of the sketch that most appropriately corresponds with your statement.
- B. Play a selection from the audiobook. Students write or draw the main idea.

### 2. Reading (National Standard 1.2 Interpretative Communication)

- A. Translation of underlined words in chapter passages.
- B. Verb quiz: es, tiene, quiere, or habla.
- C. Evaluate graphic organizers from prior section.

### 3. Speaking (National Standard 1.3 Presentational Communication)

- A. Use word cloud to retell the key events from the chapter.
- B. Use chapter comics to retell the key events.

## CAPÍTULO 1 LESSON PLANS

### PREPARATION

□ Vocabulary Building: Use teaching suggestions provided (TPR, TPRS, dialogue, etc.) to build students' word recognition and contextualized meaning of this chapters' essential vocabulary (21 non-English cognates) especially: *está, hay, habla, quiere, tiene, guapa, de, con, y, muy, porque, su.*

#### Complete Word List- Chapter 1

a	defender	fascinante	inmediatamente	militar	pelo	serio
amiga	del	Francia	inteligente	motivo	persona	símbolos
amigo	destino	Francisco	internacional	mucha	personas	su
años	dos	Franco	investigan	muchas	político	superguapa
arte	el	general	investigar	mucho	políticos	talento
ataca	en	grupo	la	muchos	porque	tiene
Barcelona	es	guapa	lanza	mural	problemas	tienen
chica	España	habla	largo	muy	que	un
chico	especial	hay	las	negro	quiere	una
chicos	está	ilegalmente	leyenda	no	romántica	urgentemente
con	están	imaginación	lógica	observa	rumor	violencia
controla	Europa	imágenes	los	papá	secretas	visitan
controlar	excepcional	impaciente	Luis	París	secreto	y
cruel	exposición	importante	mágica	Paula	secretos	
de		información				

Capítulo Uno - sin nombres

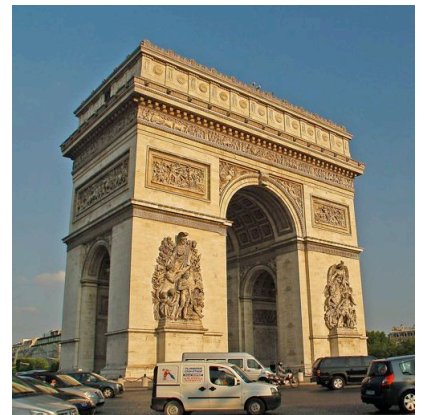
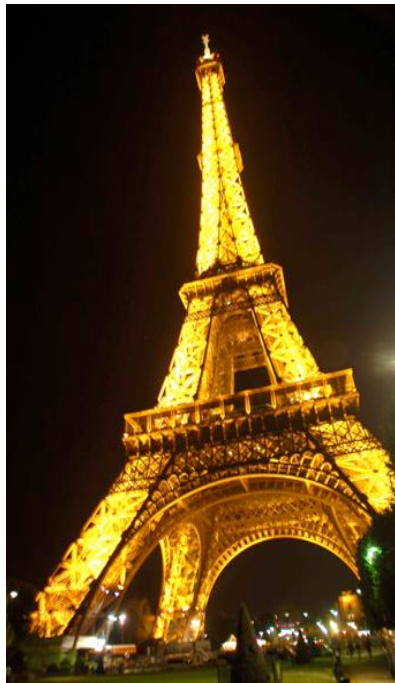
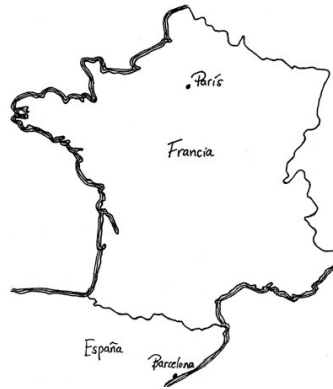


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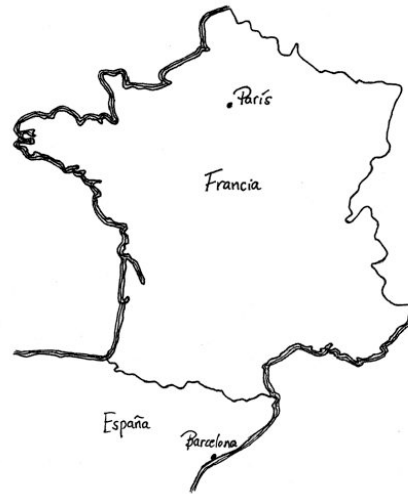
	What I know	What I want to know	What I learned
civil wars			
military coups			
secret agents			
1930s in Europe			
Pablo Picasso			
legends			
Spear of Destiny			

□ B. Fotos de París

Paula y Luis están en París, Francia. En París hay muchos cafés y museos. Hay catedrales importantes y en París está la Torre de Eiffel.



□ D. Use the maps of Spain, France, and your country/state to converse with students familiarizing them with geography while modeling how to sustain a conversation. ¿De dónde es Paula? ¿De dónde eres tú? ¿Tu papá? ¿Tu mamá?



### Cognados en el capítulo 1

arte	Europa	importante	motivo	romántica
ataca	excepcional	información	mucho	rumor
Barcelona	exposición	inmediatamente	mural	secreto
chica	fascinante	inteligente	negro	serio
controla	Francia	internacional	no	símbolos
cruel	general	investigan	observa	super
defender	grupo	lanza	papá	talento
destino	ilegalmente	leyenda	París	urgentemente
en	imaginación	lógica	persona	violencia
es	imágenes	mágica	político	visitan
especial	impaciente	militar	problemas	

□ C. Pre-reading Vocabulary Quiz

Translate the underlined words

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Clase \_\_\_\_\_

Muchas personas están<sup>1</sup> en París, Francia.

Paula y<sup>2</sup> Luis visitan París, porque<sup>3</sup> tienen un motivo secreto.

Investigan un rumor: hay<sup>4</sup> un secreto en un mural.

El secreto está<sup>5</sup> en el mural: información de<sup>6</sup> la Lanza del Destino.

La persona que tiene<sup>7</sup> la Lanza, controla el destino de<sup>8</sup> Europa.

Paula está<sup>9</sup> en París con<sup>10</sup> Luis, porque tiene un talento especial.

Paula es una chica<sup>11</sup> romántica.

Habla<sup>12</sup> mucho con<sup>13</sup> los chicos.

Paula es de<sup>14</sup> Barcelona, España.

Tiene<sup>15</sup> el pelo largo y negro.

Paula es muy<sup>16</sup> guapa<sup>17</sup>, superguapa.

Luis es amigo de<sup>18</sup> Paula. Luis es impaciente.

Quiere<sup>19</sup> urgentemente información de la Lanza, porque<sup>20</sup> su papá quiere la Lanza.

Su<sup>21</sup> papá es un político en España<sup>22</sup>.

Hay<sup>23</sup> mucha violencia en España.

Franco tiene<sup>24</sup> información del<sup>25</sup> rumor.

Y<sup>26</sup> tiene información de Paula y Luis.

Franco quiere investigar el rumor, porque<sup>27</sup> quiere la Lanza.

Quiere<sup>28</sup> la Lanza, porque quiere controlar España.

Quiere controlar el destino de<sup>29</sup> España.

El papá de Luis quiere<sup>30</sup> la Lanza, porque quiere defender España.



Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Clase \_\_\_\_\_

Describe a Paula y a Luis

Paula	Luis





2. Reading (National Standard 1.2) □ B.

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Clase \_\_\_\_\_

Fill in with the verb: es, tiene, quiere, or habla.

Paula no \_\_\_\_\_ una chica muy lógica. \_\_\_\_\_ una chica romántica. \_\_\_\_\_ mucho con los chicos. Paula \_\_\_\_\_ de Barcelona, España. \_\_\_\_\_ amiga de Luis. Paula \_\_\_\_\_ 22 años. \_\_\_\_\_ el pelo largo y negro. Paula \_\_\_\_\_ muy guapa, superguapa.

Luis \_\_\_\_\_ de Barcelona, España. \_\_\_\_\_ 23 años. \_\_\_\_\_ un chico inteligente y serio. Luis \_\_\_\_\_ amigo de Paula. Luis \_\_\_\_\_ impaciente. \_\_\_\_\_ urgentemente información de la Lanza, porque su papá \_\_\_\_\_ la Lanza.