Planning Learning- Level 2 Lesson Plan

(created by Brianna Kay)

Lesson Title: Introduction to Spanish Poetry

Grade Level: 10th grade Spanish (Spanish 3)

Estimated Lesson Time: 2 class days (about 2 hours)

Summary:

This lesson is meant to expose students to Spanish poetry for the first time. The lesson includes learning new vocabulary, reading comprehension, and analysis. Students will work with a new vocabulary list of 20 words relating to poetry and literature. They will practice these words with sentence writing and a matching activity. Additionally, students will work in groups to read and analyze Pablo Neruda’s “Poema 20” and will participate in a class discussion that includes some critical thinking questions about this poem. Finally, students will work in groups to create and present a Google Slides presentation on a randomly selected short poem to demonstrate their new literary knowledge, critical thinking skills, and Spanish vocabulary.

Student Prior Knowledge:

Students likely know a solid base of Spanish vocabulary at this point but are still at a fairly basic level. Students have not yet been exposed to Spanish poetry or literary vocabulary, however they do understand how to use the necessary online tools (Google Slides, YouTube, Word Reference, and Word documents).

Standards:

[WL.K12.IH.2.2](http://www.cpalms.org/Public/PreviewStandard/Preview/5085) Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.

Goal/Purpose: The purpose of this lesson is for students to learn new Spanish vocabulary relating to poetry, read various poems, and critically think about the themes of these poems and the ways that poetry can reveal truths about the world around us.

Learning Objectives:

1. Students will analyze the context and themes of a Spanish poem.
2. Students will apply their knowledge of new Spanish literary vocabulary in their creation of a Google Slides presentation.

Resources needed:

* Pencil/pen
* Notebook paper
* Printed or electronic copies of the provided poems and activities
* Computers (laptops or time in computer lab)
* The following web resources:
  + <https://www.youtube.com/watch?v=xDgSj-hNzFU>
  + <http://www.wordreference.com>
  + <https://docs.google.com/presentation/d/1HsTIJCxYeilRYwRplNHs5XuZ7O9sO4xE8zMAhMTjiHk/edit?usp=sharing>

Procedures/Instructional Activities:

**Day 1** (1 hour)**:**

1. Give the students the vocabulary list (the list has been attached to this lesson plan) with the Spanish word end English equivalent. As a class, we will read the Spanish terms aloud to practice pronunciation. The teacher will first say the word and then the students will repeat it. (5 minutes)
2. Students will write 5 sentences correctly using 5 of the vocabulary words from the list and turn them in via email or assignment drop box to the teacher. (5 minutes)
3. Give the students a copy of “Poema 20” by Pablo Neruda. Students will be given time to work in groups of 4 to watch this video of the poem being recited on their computers (<https://www.youtube.com/watch?v=xDgSj-hNzFU)>, read through the poem and make notes, look up any unknown words using Word Reference (<http://www.wordreference.com)>, and discuss possible themes. (20 minutes)
4. Afterwards, the teacher will use this Google Slides presentation (<https://docs.google.com/presentation/d/1HsTIJCxYeilRYwRplNHs5XuZ7O9sO4xE8zMAhMTjiHk/edit?usp=sharing)> and ask questions to get the students to think critically about the poem. Since this is poetry, there are no right or wrong answers to these questions, only interpretations. (15 minutes)
5. Students will work in groups of 4 and select a Spanish poem (chosen at random from a slip of paper) to create a group presentation using Google Slides- providing the poem, information about the poet, context about the time or place where poem is from, the themes, and correctly used new vocabulary. Students will be given the remaining class time to work on the project and will have the option to continue working from home as a homework assignment. (15 minutes)

**Day 2** (1 hour)**:**

1. Students will complete a bell ringing activity that is a short matching assignment where students will match the literary concepts in Spanish with their English equivalent. (5 minutes)
2. Students will continue to work in their groups to finish up their Google Slides presentations on their assigned poems. Students will write on a piece of paper a brief bulleted list of what they specifically contributed to the assignment to ensure that the work was divided equally and send the teacher a link to their Google Slides presentation (20 minutes)
3. For the remainder of the class time, each group will give a 5-7-minute presentation in front of the class and they will be graded on a rubric (attached). The other students will take notes on the presentations and may ask questions during this time. (35 minutes)

Assessment Plan:

This is the breakdown of how students will receive points during this 2-day lesson:

* **5 points**- 5 sentences using 5 vocabulary words. Each sentence will be worth 1 point and will be graded on an accurate use of the new vocabulary word.
* **10 points**- 10 questions on this vocabulary matching activity will be graded on accuracy.
* **25 points**- The Google Slides presentation will be graded on the rubric below.

**Total**: **40 points**

Assessment Rubric for Google Slides project and presentation:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 Point | 2 Points | 3 points |
| Presentation of Poem | Students fail to include or read poem aloud to the class during the presentation. | Students fail to do one of the following: provide the poem or read it aloud to the class. | Students include poem in the presentation and read it aloud to the class. |
| Poet Information | Students include minimal information about the author by failing to provide information such as where they from, education, birth and death dates, background, personal lives, and other literary works. | Students include some of the following information about the author: where they from, education, birth and death dates, background, personal lives, and other literary works. | Students include sufficient information about the author including all of the following: where they from, education, birth and death dates, background, personal lives, and other literary works. |
| Poem Context | Students fail to provide the following poem contexts: historical, social, and economic information about the time period. | Students provide some of the following poem contexts: historical, social, and economic information about the time period. | Students provide sufficient context about the poem by providing historical, social, and economic information about the time period. |
| Theme Analysis | Students fail to give a relevant interpretation of themes for their poem and fail to explain their ideas. | Students give possible themes from the poem but fail to explain their ideas. | Students give their interpretations of themes from the poem and explain their ideas. |
| Vocabulary Use | Students fail to incorporate any new vocabulary words in their presentation and use minimal Spanish. | Students use less than five new vocabulary words and use a mixture of Spanish and English during their presentation. | Students incorporate at least five new vocabulary words in their presentation and use Spanish to the best of their ability. |
| Technology Use |  |  |  |
| Division of Work | Neither the creation of the presentation nor speaking parts have been divided equally among students. | Students have equally divided one area and unequally divided another area of the following: creation of presentation and speaking parts. | Creation of the presentation and speaking parts have been divided equally among students. |
| Presentation Skills | Students do 1 or less of the following during the presentation: make eye contact, speak clearly, and give a 5-7-minute presentation. | Students do 2 of the following during the presentation: make eye contact, speak clearly, and give a 5-7-minute presentation. | Students do all 3 of the following during the presentation: make eye contact, speak clearly, and give a 5-7-minute presentation. |
| Materials Sent  (1 point possible) | Student turns in both division of work list and link to Google Slides presentation. |  |  |

Number of points earned \_\_\_\_\_/ 25 possible points = \_\_\_\_\_ total points

Possible Accommodations/Modifications:

* ESOL accommodation: Students will be given an extra day to complete the assignment to account for the time it will take to translate the Spanish/English vocabulary list into their native language.
* Special needs situation (visual impairment) accommodation/modification- Students with a visual impairment will be given an alternate assignment about Spanish poetry that includes them listening to a recording of the poem and giving oral responses to the questions that the other students will be writing.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Poetry Vocabulary List**

|  |  |
| --- | --- |
| **Palabra en Español** | **Word in English** |
| la poesía | poetry |
| el poema | poem |
| el poeta | poet |
| escritor | writer |
| el libro | book |
| la estrofa | stanza |
| el tema | theme |
| la rima | rhyme |
| el tono | tone |
| el estilo | style |
| la repetición | repetition |
| la emoción | emotion |
| los sentimientos | feelings |
| escribir | to write |
| sentir | to feel |
| mostrar | to show |
| el contexto | context |
| la audiencia | audience |
| interpretación | interpretation |
| el simbolismo | symbolism |

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Poema 20” por Pablo Neruda**

PUEDO escribir los versos más tristes esta noche.

Escribir, por ejemplo: "La noche está estrellada, y tiritan, azules, los astros, a lo lejos".

El viento de la noche gira en el cielo y canta.

Puedo escribir los versos más tristes esta noche.

Yo la quise, y a veces ella también me quiso.

En las noches como ésta la tuve entre mis brazos.

La besé tantas veces bajo el cielo infinito.

Ella me quiso, a veces yo también la quería.

Cómo no haber amado sus grandes ojos fijos.

Puedo escribir los versos más tristes esta noche.

Pensar que no la tengo. Sentir que la he perdido.

Oír la noche inmensa, más inmensa sin ella.

Y el verso cae al alma como al pasto el rocío.

Qué importa que mi amor no pudiera guardarla.

La noche está estrellada y ella no está conmigo.

Eso es todo. A lo lejos alguien canta. A lo lejos.

Mi alma no se contenta con haberla perdido.

Como para acercarla mi mirada la busca.

Mi corazón la busca, y ella no está conmigo.

La misma noche que hace blanquear los mismos árboles.

Nosotros, los de entonces, ya no somos los mismos.

Ya no la quiero, es cierto, pero cuánto la quise.

Mi voz buscaba el viento para tocar su oído.

De otro. Será de otro. Como antes de mis besos.

Su voz, su cuerpo claro. Sus ojos infinitos.

Ya no la quiero, es cierto, pero tal vez la quiero.

Es tan corto el amor, y es tan largo el olvido.

Porque en noches como ésta la tuve entre mis brazos,

mi alma no se contenta con haberla perdido.

Aunque éste sea el último dolor que ella me causa,

y éstos sean los últimos versos que yo le escribo.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Poetry Vocabulary Bell Ringing Activity**

Please match the following Spanish vocabulary words with their English equivalent:

\_\_\_\_1. la poesía A. to write

\_\_\_\_2. la rima B. symbolism

\_\_\_\_3. escribir C. poetry

\_\_\_\_4. el tema D. book

\_\_\_\_5. el poema E. poet

\_\_\_\_6. el simbolismo F. stanza

\_\_\_\_7. el libro G. rhyme

\_\_\_\_8. la estrofa H. feelings

\_\_\_\_9. los sentimientos I. theme

\_\_\_\_10. el poeta J. poem

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Presentation Poem Options**

1. **“Rima XXI” por Gustavo Adolfo Bécquer:**

¿Qué es poesía?, dices mientras clavas

en mi pupila tu pupila azul.

¿Qué es poesía? ¿Y tú me lo preguntas?

Poesía... eres tú.

1. **“Si tú estás en” por Ernesto Cardenal :**

Si tú estás en Nueva York

En Nueva York no hay nadie más

Y si no estás en Nueva York

en Nueva York no hay nadie

1. **“Aquellos veranos” por Jorge Guillén**

Lentos veranos de niñez

Con monte y mar, con horas tersas,

Horas tendidas sobre playas

Entre los juegos de la arena,

Cuando el aire más ancho y libre

Nunca embebe nada que muera,

Y se ahondan los regocijos

En luz de vacación sin tregua,

El porvenir no tiene término,

La vida es lujo y va muy lenta.

1. **“Paisaje” por Federico García Lorca**

La tarde equivocada

se vistió de frío.

Detrás de los cristales,

turbios, todos los niños,

ven convertirse en pájaros

un árbol amarillo.

La tarde está tendida

a lo largo del río.

Y un rubor de manzana

tiembla en los tejadillos.

1. **“Amo, amas” por Rubén Darío**

|  |
| --- |
| Amar, amar, amar, amar siempre, con todo  el ser y con la tierra y con el cielo,  con lo claro del sol y lo oscuro del lodo:  Amar por toda ciencia y amar por todo anhelo.  Y cuando la montaña de la vida  nos sea dura y larga y alta y llena de abismos,  Amar la inmensidad que es de amor encendida  ¡y arder en la fusión de nuestros pechos mismos!   1. “Ojitos negros” por Gladys Carmagnola   Ojitos negros  como el carbón;  sonrisa dulce  como un bombón  Cuando me mira  con sus ojuelos  y me sonríe,  baila contento  mi corazón  tilín - tilón,  y me hace ruidos  dentro del pecho  como un camión  pim-pom - pim-pom.  Sonrisa dulce,  ojitos negros,  ¡Ay! ¡Cómo baila  mi corazón!  tilín - tilón.  ¡Ay! ¡Me hace ruidos!  pim-pom - pim-pom. |
|  |