

8-2011

## El arte de contar (The Art of Storytelling)

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: *El arte de contar (The Art of Storytelling)*

Grade Level: High School

Subject/Topic Area(s): Spanish IV Pre-AP

Designed By: Carol Arnold

Time Frame: 20 Days

School District: Northeast Independent School District

School: Robert E. Lee High School

School Address and Phone: 1400 Jackson-Keller Dr. San Antonio, TX 78201 (210) 442-0300

### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit is designed for the beginning of the school year in a Spanish IV Pre-AP classroom using the *Conexiones* Textbook. The unit focuses on exposing students to different types of readings (including: childhood stories, fairy tales, short stories, poetry, and lyrics) which students analyze for their literary elements, context, and structures. At the end of the unit, students create a story which they develop into an ebook (including images, text, music, and voice recording).

## Spanish IV Pre-AP UbD Unit

### Capítulo 1 - *El arte de contar (The Art of Storytelling)*

Stage 1 – Desired Results			
<p>Established Goals (e.g., standards)</p> <p>(1) <b>Communication.</b> The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.</p> <p>(A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;                      (B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and                      (C) present information and convey short messages on everyday topics to listeners</p>	<b>Transfer</b>		
	<p><i>Students will independently use their learning to...</i></p> <p>Create a narrative in Spanish using the past tenses (preterit &amp; imperfect) to describe one of the following options: a childhood experience, a fairy tale, a legend, a dream/nightmare, a fantasy movie, or an original story. Students will transfer their stories into a digital format like an ebook using Photostory. They will create illustrations, write captions, and record their voice reading the story.</p>		
	<b>Meaning</b>		
	<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The preterit and imperfect tense are not interchangeable. They are used for specific reasons to describe events in the past.</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What can we learn/deduce about a country's culture based on their legends, jokes, fables, and children's stories?  <i>(Other questions to consider: What are legends that exist in your own culture? How have these legends changed over time?)</i></li> </ul> </td> </tr> </table>	<p><b>Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The preterit and imperfect tense are not interchangeable. They are used for specific reasons to describe events in the past.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What can we learn/deduce about a country's culture based on their legends, jokes, fables, and children's stories?  <i>(Other questions to consider: What are legends that exist in your own culture? How have these legends changed over time?)</i></li> </ul>
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<p>and readers.</p> <p>(2) <b>Cultures.</b> The student gains knowledge and understanding of other cultures.</p> <p>(A) use the language to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</p> <p>(3) <b>Connections.</b> The student uses the language to make connections with other subject areas and to acquire information.</p> <p>(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and (B) use the language to obtain, reinforce, or expand knowledge of other subject areas.</p> <p>(4) <b>Comparisons.</b> The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.</p> <p>(B) use the language to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.</p> <p>(5) <b>Communities.</b> The student participates in communities at home and around the world by using languages other than English.</p> <p>(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and (B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.</p>	<ul style="list-style-type: none"> <li>The purpose of storytelling is influenced/varied by the audience and the storyteller.</li> </ul>	<ul style="list-style-type: none"> <li>What is the purpose of telling the story (entertainment, explain natural disasters, teach morals, etc.)? <i>(Other questions to consider: Who is telling the story? Who is the intended audience of the storyteller?)</i></li> </ul>
<b>Acquisition</b>		
	<p><b>Knowledge</b> <i>Students will know...</i></p> <p><b>El arte de contar →</b></p> <ul style="list-style-type: none"> <li>Popular traditional narrations (jokes, fables, legends)</li> <li>Vocabulary related to narratives</li> <li>Popular Children Stories from Spanish speaking countries</li> <li>Vocabulary related to storytelling</li> <li>Verbs that change meaning in the preterit and imperfect</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Use the preterit and imperfect tense to describe actions/setting/events in the past</li> <li>Compare storytelling to the role of medieval minstrels</li> <li>Compare Pre-Columbian literary art to Native American literary art</li> <li>Analyze the lyrics of “Cuéntame un cuento” by Celtas Cortos</li> <li>Listen to fables like “El asno y el perrito”</li> </ul>

**Stage 2 – Evidence**

		<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Create a narrative in Spanish using the past tenses (preterit &amp; imperfect) to describe one of the following options: a childhood experience, a fairy tale, a legend, a dream/nightmare, a fantasy movie, or an original story. Students will work in partners to peer edit their papers for grammar, orthography, and verb/noun agreement.</p>

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Other Evidence (e.g., formative)

- Audio activities
- Quizzes (Vocabulary, Pop Grammar Quizzes)
- Mini Presentations on Fables, Jokes, Legends (Jigsaw)
- Workbook Exercises

### Stage 3 – Learning Plan

#### Pre-Assessment

*How will you check students' prior knowledge, skill levels, and potential misconceptions?*

**Learning Activities:** *The classroom is structured to use Cooperative Learning Strategies. Students are group heterogeneously and assigned roles to complete in addition to their assignments. (i.e. Time keeper, Materials collector, Facilitator)*

**Materials:** *In this unit, most activities come from the Conexiones: Comunicación y cultura Textbook. (2<sup>nd</sup> ed.) and the accompanying Conexiones: Comunicación y cultura Workbook & Lab Manual (Garcia & Despain)*

**Homework:** *Students are expected to engage in deliberate practice with the language every day. Once a week, students will find a news article or video clip and submit a summary of said clip in Spanish (due every Friday). Students will also choose one exercise each school night to complete from the chapter we are studying (5 exercises/week). Exercises are due on Monday.*

**Warm –ups:** *Students are expected to come in and get to work on the warm-up posted on the board each day.*

#### Day 1 – (M)

- Introduce unit questions with Chalk Talk (Using post-it notes, students will write down answers/questions/concerns/suggestions on their post-its and stick them to the appropriate Essential Question.) As a class we will review their insights and/or questions.
- Read about jokes, legends, and fables on p.9. Discuss in partners, what are jokes that we share in English? Why are they funny? Make a list of legends and fables with your partner. Who are the characters? How or what do they represent? What purpose do legends and fables serve in our society? Are their similarities with other cultures that you can identify? Hold onto your list because you will use it in a later activity.
- Explain expectations about vocabulary lists in Spanish. Students can use whatever method works best for them in order to learn the list. Review vocabulary studying strategies (i.e. flashcards, rewriting, posting words around the room, writing sentences using the words, 6-fold technique, etc.) p.10
- Review Grammar note on p.11 about *solo/sólo, realizar, darse cuenta de*
- Practice distinguishing between jokes, fables, and legends w/ Activity 1-2, p.11
- In partners, write sentences on the whiteboard using the vocabulary used to describe characters

*Exit Slip:* Write me a joke, the title of a fable, or legend that you like.

*Reminders:* Vocabulary expectations, homework, and written summaries.

#### Day 2 – (T)

- Warm –up: Practice using *solo/sólo, realizar, dares cuenta de* in context with Activity 1-5, p.12

- Share a joke, fable, or legend from Exit Slip
- Working in partners, create 4 sentences describing characteristics associated with certain animals (i.e. cunning as a fox) Act. 1-6, p.12. Give an example of a legend that contains one of these animals. Write a sentence describing something that the character/animal did in the past tense.
- Discuss why we use the preterit tense to talk in the past. What are scenarios in which we use the preterit? What are the trigger words that you can look for to indicate the use of the preterit?
- Take brief notes on the preterit and store them in Spanish binder.
- Guided Practice: Complete a paragraph about a dilemma filling in the correct preterit version of the verb Act. 1-8, p.14. Review answers as a class.
- Interview a classmate about a time that they experienced something otherworldly. (I.e. ghost, angel, alien, etc.). Before conducting the interview, allow students to write down & conjugate the verbs they will use in their interview. Act. 1-9, p.14
- Independent Practice: Homework using the workbook

*Reminders:* Vocabulary expectations, homework, and written summaries.

### Day 3 – (W)

- Warm –up: Write down the preterit verbs that you can identify from the passage posted on the board. Which are regular and which are irregular? What do these verbs mean in English?
- Finish notes on irregular preterit & spelling changes in the preterit
- Guided Practice: Complete Act. 1-10, p.16-17 with a partner. Review answers as a class.
- Independent Practice: Complete Act. 1-11 on p.17. Then, work with a partner to read the dialogue aloud to check responses.
- Using the vocab. From p. 10, write 5 sentences in the past tense on your whiteboard

Exit Slip: List 3 regular preterit & 3 irregular preterit verbs and what they mean in English. Explain 3 reasons why we use the preterit tense in the past.

### Day 4 – (Th)

- Warm –up: Invent 3 sentences using the irregular verbs to tell what you did yesterday or last night.
- Add stem-changing verbs the preterit tense to notes in binder.
- Interview a partner about a mysterious dinner date Act. 1-13, p.18 or an experience with ET Act. 1-15, p.18-19
- Read about medieval minstrels and their role in storytelling. Compare minstrel methods of entertainment to current methods. Through what venues does storytelling occur today? Can video clips, songs, etc. tell a story? How does the audience affect the story being told? Students will share their responses with a partner. Students will write a reflection paragraph answering these questions.

Reminders: **Summary is due Friday.** 5 exercises are due on Monday. Vocab. Quiz on Monday

### Day 5 – (F)

- Warm –up: Post a paragraph and have students write down the imperfect verbs and words that indicate the use of the imperfect. (Pull this from one of Lomas Garza’s children’s stories or a fairy tale)
- Follow-up with a discussion: What is the imperfect tense? How do you recognize it in Spanish? When do you use it?
- Add imperfect notes to Spanish binder.
- Guided Practice: Complete Act. 1-17, p.22 and review as a class.
- Independent practice: Write about a childhood memory and include an illustration. Share the paragraph with the class.
- Read “En mi familia” or “Cuadros de Familia” by [Carmen Lomas Garza](#) to the students. Have them identify preterit and imperfect verbs

Reminders: **Summary is due today.** 5 exercises are due on Monday. Vocab. Quiz on Monday

### Day 6 – (M)

- Warm-up: Listen to a fairy tale and fill in the missing pieces of information Act. 1-22, p.23
- Vocabulary Quiz on Part 1 Vocab, p.10
- After the quiz begin reading, “En torno al cuento” p.24 about author Enrique Jaramillo Levi.
- Exit Slip: What is the difference between novela, cuento, poema, drama y ensayo?

Reminders: Turn in workbook (5 exercises) today.

### Day 7 – (T)

- Warm up: Review new vocabulary list on p.25 (part 2). Begin practicing new words (flashcards, lists, etc.)
- Share responses from exit slip about the different types of literature
- Working with a partner, review the interview p.24 with Levi and answer the questions on p.26 Act. 1-23. Check answers as a class.
- As a class make a list of all of the elements that go into a story. Review the list and have students add words to their vocab. Lists if they are not familiar with the words to describe a story’s content.
- Practice the new vocabulary by changing the words to fit the context on p.25 Act. 1-25
- Exit Slip: What is the purpose of telling the story (entertainment, explain natural disasters, teach morals, etc.)? (*Other questions to consider: Who is telling the story? Who is the intended audience of the storyteller?*)

Reminders: Article or news summary due Friday.

### Day 8 – (W)

- Warm up: Work with a partner to develop 3 interview questions using dejar, dejar de+inf., and dejar+inf. Prepare to present your mini-dialogue to the class.
- Share responses from the Exit Slips to begin conversation about stories.
- Think-Pair-Share about your favorite story.)(Students tell a short version of a fairy tale or cuento infantil that they used to hear as a child.
- Add notes of Preterit vs. Imperfect to Spanish binders.
- Guided practice: Complete P vs.I Act. 1-29 with a partner. Review answers as a class.
- With a different partner, conduct an interview in the past tense (need to create questions for this.) Be ready to present your responses to the class.

Reminders: P vs. I Quiz on Friday & Article or news summary due Friday.

### Day 9 – (Th)

- Warm up: Post a picture on the board. Students have to describe what happened using P & I (use statements on p.30 to guide writing of description – Act. 1-32 or 1-33)
- Share descriptions with the class.
- Read “Las artes literarias precolombinas” p.31. Make comparisons between Pre-Columbian glyphs and Native American pictographs (need to find some slides of this. Maybe use it as the picture that students are describing at the beginning of class.)
- Add Different meanings: P vs. I (note: This will not be included in Friday’s Quiz)
- Guided practice: Work with a partner to answer Act. 1-34 on p.33
- Independent Practice: Write about a personal achievement in the past, use structure from p.33 Act. 1-36

Reminders: P vs. I Quiz on Friday & Article or news summary due Friday. 5 exercises are due Monday.

### Day 10 – (F)

- Warm up: Whiteboard review for P vs. I Quiz

- Take P vs. I Quiz
- After the quiz read introduction to lyrics by Celtas Cortos on p.35. Begin reviewing the lyrics to *Cuentame un cuento*
- **Turn in Article Summary**

Reminders: 5 exercises are due Monday.

### Day 11 – (M)

- Warm up: Listen to a childhood fable called *El asno y el perrito*. Answer questions on p.34, Act. 1-37. Review answers as a class.
- Show music video of Celtas Cortos. Review lyrics with a partner and answers questions on p.36, Act. 1-39
- **Turn in 5 exercises.**
- Look at paintings by [Paloma Hinojosa](#). Read about her life on p.36-37.
- Pass out printed copies of Hinojosa's work. Working with a partner, students will write a story about one of the paintings. What is the relationship between the images, how are they feeling, etc.? Who are the characters? What did they do? Project the image as students share their stories aloud.
- 

Exit Slip: If you were reading your story to a different group of people, what would you change? (i.e. elderly group, children, peers) Why would you choose to make those changes?

Reminder: Summaries are due Friday.

### Day 12 – (T)

- Warm up: What is the value of telling stories? What types of stories did you like to read/hear as a child? Do you still like to read? If so, what types of stories?
- Read introduction to the author Eduardo Ponce on p.37
- Review reading strategy on p.38. As a class look for the theme of the story using the guiding questions on p.38, Act. 1-41.
- With a partner, finish reading the rest of the story aloud. After reading put the phrases on p.41 Act. 1-42 into order.
- 

Exit Slip: Did you like the story? Why or why not? Would you consider this a children's story? Support your response with evidence.

Reminder: Summaries are due Friday. 5 exercises are due Monday.

### Day 13 – (W)

- Warm up: Answer comprehension questions on p.41, Act. 1-43 and turn in for a grade.
- Pass out Project Handout: Create a narrative in Spanish using the past tenses (preterit & imperfect) to describe one of the following options: a childhood experience, a fairy tale, a legend, a dream/nightmare, a fantasy movie, or an original story. Students will transfer their stories into a digital format like an ebook using Photostory. They will create illustrations, write captions, and record their voice reading the story.
- Class time to work on story writing.

Exit Slip: How is your story coming? What do you need to finish your story? Check-in about writing process.

Reminder: Summaries are due Friday. 5 exercises are due Monday.

### Day 14 – (Th)

- Work with a partner to go through a Tuning Protocol with their story project.
- Class time to work on writing story.

Reminder: Summaries are due Friday. 5 exercises are due Monday.

**Day 15 – (F)**

- Check – in with a partner to have them review the story thus far
- Class time to work on writing story.
- Turn in summary

Reminder: 5 exercises are due Monday. Next Class we will meet in the Computer Lab

**Day 16 – (M)**

- Peer editing process
- Submit a typed version
- Use the program of PowerPoint and Photostory to create an ebook version of the story.
- Turn in 5 exercises

Reminders: We will be in the Computer Lab tomorrow, Summary is due Friday.

**Day 17 – (T)**

- Check-in: What is working? What is challenging you?
- Use the program of PowerPoint and Photostory to create an ebook version of the story.

Reminders: We will be in the Computer Lab tomorrow, Summary is due Friday and presentation of ebook.

**Day 18 – (W)**

- Check-in: What is working? What is challenging you?
- Use the program of PowerPoint and Photostory to create an ebook version of the story.

Reminders: We will be in the Computer Lab tomorrow, Summary is due Friday and presentation of ebook.

**Day 19 – (Th)**

- Check-in: What is working? What is challenging you?
- Use the program of PowerPoint and Photostory to create an ebook version of the story.

Reminders: We will be in the classroom tomorrow, Summary is due Friday and presentation of ebook.

**Day 20 – (F)**

- Presentation of ebooks
- Turn in summary of news clip
- Unit Reflection

***Note: If there is not enough time to create an ebook version of the story, a typed version of the story and an illustration can be presented to the class. I think that engaging students in the use of technology is important to help them develop computer literacy.***

**Project Overview** → Create a narrative in Spanish using the past tenses (preterit & imperfect) to describe one of the following options: a childhood experience, a fairy tale, a legend, a dream/nightmare, a fantasy movie, or an original story. Students will transfer their stories into a digital format like an ebook using Photostory. They will create illustrations, write captions, and record their voice reading the story.

### Taller → Una narración el pasado

1. **Examinar.** Vuelve a leer los primeros párrafos de <<Cuéntame un cuento>> e identifica los usos del imperfecto y del pretérito. ¿Para qué sirve cada tiempo verbal en esta narración?
2. **Escoger.** Escoge uno de los siguientes temas para elaborar una narración y sigue los pasos para desarrollarla.
  - Una experiencia de tu juventud
  - Un cuento de hadas moderna
  - Una leyenda
  - Un sueño o una pesadilla que hayas tenido
  - Una película de fantasía
  - Un cuento original
3. **Crear la escena.** Usa el imperfecto para escribir tres o cuatro oraciones que describan la escena. Incluye tus impresiones del ambiente, los participantes, el tiempo, lo visual y lo sentido.
4. **Inventar los sucesos.** Usa el pretérito para narrar lo que pasó, qué hicieron los participantes, cómo reaccionaron, etcétera. Usa las siguientes expresiones para dar continuidad a la acción.

*Al día (mes, año) siguiente*

*Al final*

*Al mismo tiempo*

*Al principio*

*Al rato*

*de pronto*

*de repente*

*después de que*

*durante*

*en seguida*

*entonces*

*finalmente*

*inmediatamente*

*tan pronto como*

5. **Ampliar el estado psicológico, el suspenso.** Indica, al mismo tiempo que narras los sucesos, cómo se sentían los participantes, qué pensaban, qué iban a hacer, qué pensaban que iba a pasar, etcétera. Usa el vocabulario de esta lección en tu narración.
6. **Resolver.** Usa el pretérito para indicar cómo se resolvió la situación.
7. **Revisar.** Revisa el uso de los tiempos verbales y la concordancia de sustantivos y verbos, adjetivos y artículos en tu narración.
8. **Compartir.** Intercambia tu trabajo con el de un/a compañero. Mientras leen las narraciones, hagan comentarios y sugerencias sobre el contenido, la estructura y la gramática.
9. **Convertir.** Usando Photostory and PowerPoint, crea un ebook de tu cuento. Graba tu voz con imágenes que ilustran lo que pasó en el cuento.
10. **Entregar.** Usando el formulario, entrega una copia de tu proyecto en mi sitio de web. (<http://tw.neisd.net/webpages/carnol/forms.cfm>) Escoge “Una narración el pasado”.

## Rúbrica

### Escribiendo un Cuento : Taller - Una narración el pasado

Nombre de maestra: **C. Arnold**

Nombre del estudiante: \_\_\_\_\_

CATEGORY	4	3	2	1
Problema/Conflicto	Es muy fácil para el lector entender el problema que los personajes principales enfrentan y por qué éste es un problema.	Es bastante fácil de entender el problema que los personajes principales enfrentan y por qué éste es un problema.	Es fácil para el lector entender el problema que los personajes principales enfrentan, pero no está claro por qué es un problema.	No está claro qué problema enfrentan los personajes principales.
Soluciones/Resolución	La solución a los problemas del personaje es fácil de entender y es lógica. No hay cabos sueltos.	La solución a los problemas del personaje es fácil de entender y es de cierta manera lógica.	La solución a los problemas del personaje es difícil de entender.	No hubo intento de solucionar el problema o ésta es imposible de entender.
Ortografía y Puntuación	No hay errores de ortografía o puntuación en el borrador final. Los nombres de personajes y lugares que el autor inventó están deletreados correcta y consistentemente en todo el cuento.	Hay un error de ortografía o puntuación en el borrador final.	Hay de 2-3 errores de ortografía y puntuación en el borrador final.	El borrador final tiene más de 3 errores de ortografía y puntuación.
Proceso de Escritura	El estudiante dedica mucho tiempo y esfuerzo al proceso de escritura (pre-escritura, borrador y edición). Trabaja duro para crear una historia maravillosa.	El estudiante dedica tiempo y esfuerzo suficiente al proceso de escritura (pre-escritura, borrador y edición). Trabaja y termina el trabajo.	El estudiante dedica algo de tiempo y esfuerzo al proceso de escritura, pero no fue muy cuidadoso. Su trabajo es mediocre.	El estudiante dedica poco tiempo y esfuerzo al proceso de escritura. No le parece importar.
Introducción	El párrafo introductorio tiene un principio que despierta el interés.	El párrafo introductorio tiene un principio que no es tan atrayente.	La idea atrayente en el párrafo introductorio no es clara o simplemente no atrae el interés del lector.	En la introducción no existe una idea que atraiga el interés al cuento.

Fecha de creación: **Jun 16, 2011 01:41 pm (CDT)**

## Enlaces importantes (Important Links)

### Children's Stories –

- [Cuentos infantiles](#) (different countries)
- [Cuentos infantiles](#) (traditional & modern)

### Videos –

- [Los Tres Cerditos y El Lobo - Cuento Infantil](#)
- [Hansel y Gretel \(Cuentos Clásicos\)](#)
- 

### Music –

- [Cuentame un cuento Music Video \(Celtas Cortos\)](#)
- [Children's Songs in Spanish](#)

### Art –

- [Paloma Hinojosa](#)
- [Carmen Lomas Garza](#)
- [Pre-Columbian Art](#)
- [Compilation of Pre-Columbian Art Web pages](#) (includes weapons, paintings, ceramics, etc.)

### Final Project Links –

- [Form to turn in final Project on my teacher web page](#)