

## Model Lesson Plan -- Madeline Hunter's

**I. Objective:** Students will use the preterit and imperfect tenses to write a legend in Spanish.

**Step 1: Review** –verb endings for the preterit and imperfect tenses and irregular conjugations

**Step 2: Anticipatory Set** – Show the students a picture of Old Faithful and ask them to explain how geysers work. Ask them if they think that people in the past might have explained geysers differently. Students were asked in advance to bring pictures of natural places and phenomenon. Students will share their pictures with the class and will be asked to give an explanation for the existence of the place / phenomenon.

**Step 3: Objective** -- State the objective: The objective of this lesson is to write a legend, explaining the existence of a natural place / phenomenon in Spanish using the preterit and imperfect tenses.

## II. Instruction

**Step 4: Input and Modeling** – Students are given a resource sheet with key vocabulary, example legends, and sentence stems in the past tense. The class will practice pronunciation of the new vocabulary words, and work together to complete the sentence stems and to write another example legend as a group.

## III. Checking for understanding

**Step 5: Checking Understanding** – After the class has written an example legend as a group, students will be asked to complete the sentence stems using different words.

**Step 6: Guided Practice** – Students will read two example legends aloud. (The first example legend is taken from the textbook, the second example is a very similar legend taken from the Earth book of Nickelodeon's Avatar: The Last Airbender. After reading the legends, the class will discuss what elements of the stories make them legends and complete an activity with multiple choice questions about the definition of a legend. Next, students will view the episode "Leyenda de la cueva de los enamorados secretos" from Nickelodeon's Avatar: The Last Airbender. As students watch the episode, they will answer listening comprehension questions.

## IV. Independent practice

**Step 7: Independent Practice** – Students will draft a legend in the past tense about the natural place or phenomenon of their choice. After drafts are complete, students will use the rubric to verify that they have included all of the required elements. Students will display their legends on posters with the picture of the natural place / phenomenon that they have written about.

**Step 8: Closing:** Students participate in a discussion about legends. Students are asked to identify a connection between legend and real life and to explain the cultural importance of legends in human history.

## Leyenda de la cueva de los enamorados secretos de Avatar: The Last Airbender

Los enamorados se conocieron en la cima de la montaña que dividía sus aldeas. Las aldeas eran enemigas y no podían estar juntos, pero su amor era fuerte y encontraron una solución. Los tejones topos les enseñaron a ser maestros tierra. Fueron los primeros maestros tierra. Construyeron complejos túneles para verse secretamente. Cualquiera que tratara de seguirlos se perdiera para siempre en el laberinto, pero un día el hombre no apareció. El murió en la guerra entre sus dos aldeas. Destrozada, la mujer desplegó todo su poder de maestra tierra. Pudo haberlos destruido a todos, pero en vez de eso declaró el fin de la guerra. Ambas aldeas la ayudaron a construir una nueva ciudad donde vivieran juntos y en paz. El nombre de la mujer era Oma y él se llamaba Shu. La gran ciudad fue llamada Omashu en honor de su amor.