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Problemas en paraíso chapter 9 summary pdf word file



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They justified why they thought each word was past or present and we spent a little time looking at how you could identify based on context or the word ending. Students came up with 2 truths and a lie (Mentiroso) about chapter 7. This gave more background on the history of Mexico for this culture class, as well as gave context for the buried treasure in the book. At this point, the students are finding the actual book quite easy to read, so they read the chapter on their own, and then we discussed it. We looked at pictures of typical foods in Mexico, as well as watched this video about how to make tamales. To review the chapter on Monday, students used images of the chapter from the teacher's guide to do a free write describing what happened. Students explained their choices of categories and how the words fit. Using an activity from the teacher's guide, students read a passage of the chapter that goes back and forth between telling a story in the past and the present and identified which verbs were past tense and which were present. My first time with the book I posted each chapter with ideas. Students wrote their own and read them to the class. We then listened to the audio book, pausing to discuss as we went. Students completed a timeline activity by Elena Lopez & we discussed it. We discussed "calavera" poems. (With a bigger class earlier in the year we did a 2-line retell, sharing poems to one partner at a time). Since the chapter is titled "Altars" before reading it we watched and discussed this video & this infographic. We also watched this video for more visuals of the holiday. While reading I drew out the family tree on the board to try to keep all of the new characters straight. Before starting the chapter, we used the comprehensible reading and questions on the Mexican revolution from the teacher's guide. They wrote them on small pieces of paper, I read them, and students guessed which was the lie. After reading chapter 7, students made an 8 box storyboard to review what had happened in the book so far. See this post for possible extensions to this activity and other ideas for this chapter. For more ideas, here are all posts with the label Day of the Dead. To finish, we reviewed the chapter as a class. Tumba Chapter 7 Using pictures from the teacher's guide, we discussed Ciudad Mante. We shared these to review as a class. We listened to multiple versions of the traditional song "Cielito Lindo." We also watched this Coca-Cola ad, which shows whole stadiums of soccer fans singing the song. After reading and discussing the chapter, where Sergio flirts with Alex's little sister, we discussed pick up lines in Spanish. Tumba - Chapter 6 Using pictures from the teacher's guide, we compared cemeteries in the US and those in Mexico using PQA. Students explored pictures of caves in Mexico from my original Chapter 6 post to see the variety and beauty of caves in the region. After reading the (very short) chapter, students worked with a partner to put together sentences from the chapter (activity from Elena Lopez). All Tumba Blog Posts (updated) Introducing the novel Tumba Read & discussed the chapter as a class. Compared our school to both a private school and public school in Mexico using the pictures & school schedules in the teacher's guide. The next day reviewed the chapter by completing a cloze activity of the chapter using target vocab. Looked at pictures of day of the Dead to spark discussion. Students read chapter on their own. You can see them all with the label Tumba. As a part of my Spanish 1 expansion Culture & Civilization class, we are reading Tumba by Mira Canion. It is now my third time teaching the novel, and it gets better each time. I am including links to the original plans, along with what did this time. They used one box for each chapter 1-7, and one box for their predictions for the rest of the book. Tumba Chapter 8 To intro the vocabulary, students worked in partners to sort words from the chapter into categories of their choice. They then put the sentences in order of the chapter, used their books to check, and then retold the chapter in Spanish and English to their partner. We have 60 minute classes and typically did 1 chapter with expansion activities per day. Pop up grammar in context at its finest! Tumba - Chapters 9&10 After reading chapter 9, students create 10 question true/false quizzes to give out loud to multiple partners. Students practice interviews of the characters by matching up questions and answers provided in the supplemental section of the teacher's guide. When we finish the book, we will discuss how Alex, the main character changed throughout the books and students will take a Chapter 10 Kahoot. Please share other ideas for this novel in the comments! MAR-IL You are currently using guest access (Log in)

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