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CTSE 7536

Reading Lesson: Los deportes en los países hispanos

Objectives

1. Students will review the location of certain Spanish-speaking countries.
2. Students will become familiar with the more popular sports of Hispanic countries.
3. Students will be able to associate certain sports and famous athletes with their appropriate Hispanic countries.
4. Students will recognize, understand, and be able to use (in writing) new vocabulary, such as *el esquí*, *la natación*, *el ciclismo*, *un/a ciclista*, *un/a tenista*, and *un beisbolista*.
5. Students will write a letter to a “pen pal” from one of the Spanish-speaking countries, comparing and contrasting sports/athletes in the United States to those in their pen pal’s country.

Materials

activity packet for each student
text for each student
overhead and transparencies of the activity sheets
chalkboard/chalk
paper/markers

Procedures

Pre-reading:

1. I will begin by asking students the following questions:
 - ¿A ustedes les gustan los deportes?
 - ¿Cuáles les gustan?
2. Next I will ask students the following two questions, and I will write their responses on the board. If some students answer me in English, because they are unfamiliar with certain vocabulary, I will write the answer in Spanish as I put it on the board.
 - ¿Cuáles son más populares en los Estados Unidos?
 - ¿Hay deportistas famosos en los Estados Unidos? ¿Quiénes son?
3. Next I will explain that just as there are many sports and famous athletes in the United States, there are many in Spanish-speaking countries as well. I will give students the activity packet and tell them to complete “Prereading” Activities A and B.
4. Once students have finished the activities, I will summarize Activity A by calling on individual students to give me the answers, and as they do, I will write them on the overhead. (At this point, I will also tell students to write in where the “*Sierra Nevada*” is located, as this will be necessary once students read part of the text.) I will also summarize Activity B, by writing on the board students’ ideas on the most popular sports

in Spanish-speaking countries. I will then poll the students for which sports they think are the most popular.

5. Then, I will ask students: ¿Quiénes son algunos deportistas famosos de los países hispanos? I will write students' answers on the board.
6. Finally, I will give students a copy of the text and tell them to skim it quickly to see whether or not the sports/athletes that we wrote on the board are present in the text. I will ask students which ones are not present, and I will erase those from the board.

Guided Interaction:

1. For each separate paragraph in the text, the students and I will do the following:
 - I will tell students to read the paragraph and to underline any words or expressions they do not understand.
 - Then I will tell students to complete the activity for that paragraph (Paragraph 1: Activity I; Paragraph 2: Activity II; Paragraph 3: Activity III). These activities will familiarize students with any unknown vocabulary.
 - When students are finished with the activity, I will go over the answers with them and write them on the overhead.
 - Then, I will ask students to reread the paragraph to see if they understand it better.
2. Next, the students will complete Activity IV (parts A and B), which will check their overall comprehension of the text. When students are finished, we will go over the answers as I write them on the overhead.

Assimilation:

I will put students into assigned groups of 2-3, and I will tell them that each group will create a semantic map, using the model in their activity packet as a guide. I will also ask students to turn their text over and create their map without rereading the text; however, they can use the text after they have tried to do this activity without it. I will summarize the activity by having each group come up, and one person from the group will present to the class one sport on their diagram.

Personalization:

Now that students have learned about various sports and athletes in Spanish-speaking countries, they will write a letter to a pen pal that lives in one of those countries, and they will make comparisons and contrasts between the sports/athletes in the United States and one Hispanic country. Students will use the semantic map, a model, and the rubric to help them write this letter. I will take the letters up for a grade, and, if there is time, I will also read the best letters to the class to see if they agree with their classmates' comparisons.

Los deportes

A los hispanos les gusta practicar deportes individuales, como el esquí y la natación, por ejemplo. El esquí se practica en Chile y Argentina, y también en la Sierra Nevada, que está en España. El ciclismo es un deporte muy popular en Colombia, México, y España. Hay un ciclista español, Miguel Induráin, que ha ganado (*has won*) varias veces la carrera Tour-de-France. Otro deporte muy popular en los países hispanos es el tenis. Tres de las mejores tenistas del mundo son hispanas: la joven argentina Gabriela Sabatini y las españolas Arantxa Sánchez Vicario y Conchita Martínez.

Los dos deportes de más popularidad en el mundo hispano son el fútbol y el béisbol. El fútbol es el favorito de los argentinos, los uruguayos, los chilenos, y de los centroamericanos también. El béisbol, deporte de origen norteamericano, es el que más se juega en los países del Caribe: Puerto Rico, Cuba, Venezuela y la República Dominicana. Muchos caribeños miran la Serie Mundial (*The World Series*—in baseball) en la televisión o la escuchan en la radio. ¡El programa tiene un público enorme en esa región!

Entre los beisbolistas profesionales más famosos en los Estados Unidos, hay tres jóvenes de la República Dominicana: Manny Ramírez, Roberto Alomar, y Sammy Sosa. Pero también en México y otros países de la América Latina hay gran entusiasmo por este deporte. De hecho (*In fact*), el famoso jugador profesional de béisbol Fernando Valenzuela es mexicano. Como usted ve, los hispanos practican una gran variedad de deportes: esquí, natación, ciclismo, fútbol, béisbol, y otros más. La pasión por las actividades deportivas es un aspecto esencial del carácter hispano.

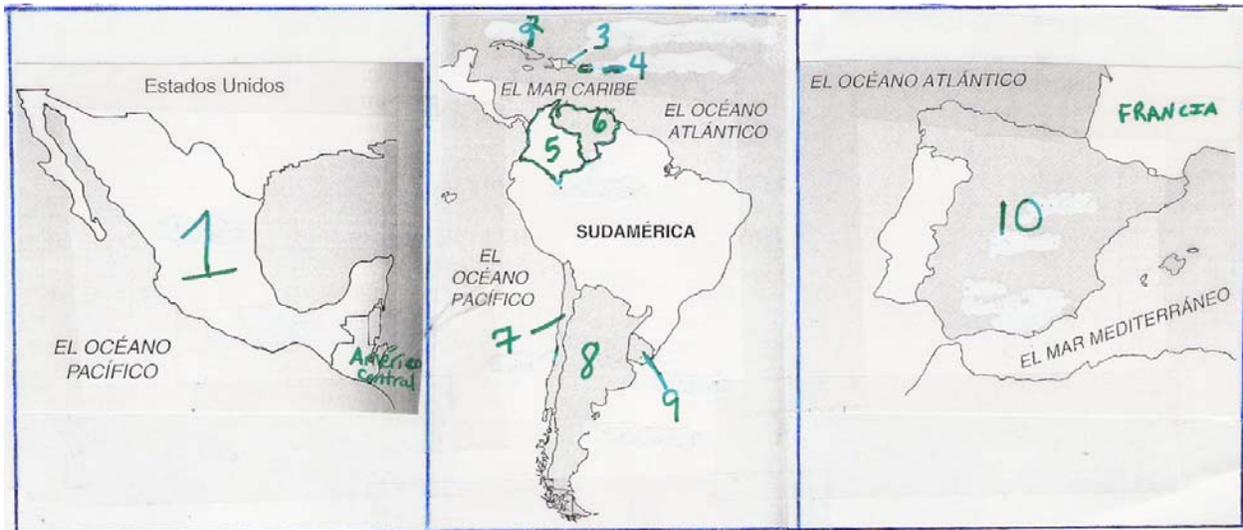
Activities for “Los deportes en los países hispanos”

Pre-reading

A. Escribe los nombres de los países marcados.

<u>Word Bank</u>		
Paraguay	Venezuela	Guatemala
Colombia	Chile	México
Puerto Rico	Perú	España
Cuba	El Salvador	Uruguay
Argentina	República Dominicana	

LOS PAISES HISPANOS



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

B. ¿Cuáles son los deportes más populares en estos (*these*) países? Escribe 4.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Guided Interaction

I. Escoge (*Choose*) la respuesta correcta.

1. ¿Qué significa *el esquí*?



2. ¿Qué significa *la natación*?



3. ¿Cuál de las fotos significa *el ciclismo*?



4. *Un ciclista* es alguien (*someone*) que

- a. estudia para exámenes
- b. anda en bicicleta

- c. escribe poemas
- d. dibuja

5. ¡OJO! (Notice!) *Tour-de-France* is a bicycle touring race that covers approximately 2,500 miles in France and neighboring countries such as Spain.

6. *Una tenista* es una mujer que

- a. habla por teléfono
- b. cocina

- c. lee el periódico
- d. juega al tenis

II. Escribe el país correcto en los espacios en blanco a continuación.

Word Bank		
Puerto Rico	Paraguay	Argentina
El Salvador	Guatemala	Bolivia
Cuba	Chile	Venezuela
España	Costa Rica	República Dominicana
Uruguay	Perú	América Central

- a. Los argentinos vienen de (*come from*) _____.
- b. Los uruguayos vienen de _____.
- c. Los chilenos vienen de _____.
- d. Los centroamericanos vienen de los países de _____, como (*such as*) _____, _____, y _____.
- e. Los caribeños vienen de los países del Caribe. Ellos son de _____, _____, _____, y _____.

III. Escoge la respuesta correcta.

- 1. *Un beisbolista* es una persona que juega al
 - a. baloncesto
 - b. béisbol
 - c. fútbol
 - d. tenis
- 2. *Un jugador* es un sinónimo de
 - a. un libro
 - b. un cuaderno
 - c. un deportista
 - d. un lápiz

IV.

A. Escribe el país natal (*native*) de los deportistas y también indica si la persona es un/a *ciclista, tenista, o beisbolista*.



Manny Ramírez es de _____, y es un _____.



Gabriela Sabatini es de _____ y es una _____.



Miguel Induráin es de _____, y es un _____.



Roberto Alomar es de _____, y es un _____.



Arantxa Sánchez Vicario y Conchita Martínez son de _____ y son _____.



Fernando Valenzuela es de _____, y es un _____.

B. Usando la lectura (*Using the reading*), indica con una marca (✓) si las frases son ciertas. Corrige (*Correct*) las frases que son falsas.

1. La Sierra Nevada está en Chile.
2. Fernando Valenzuela es un ganador de la carrera Tour-de-France.
3. El fútbol es un deporte muy popular no solo (*not only*) en Argentina, Uruguay, y Chile, pero en los países de América Central también.
4. Ver la Serie Mundial en la tele y escucharla en la radio son actividades muy importantes para muchas personas el en Caribe.
5. El fútbol, la natación, y el béisbol son los deportes más populares para los hispanos.
6. El béisbol no es un deporte muy popular en México.

Assimilation

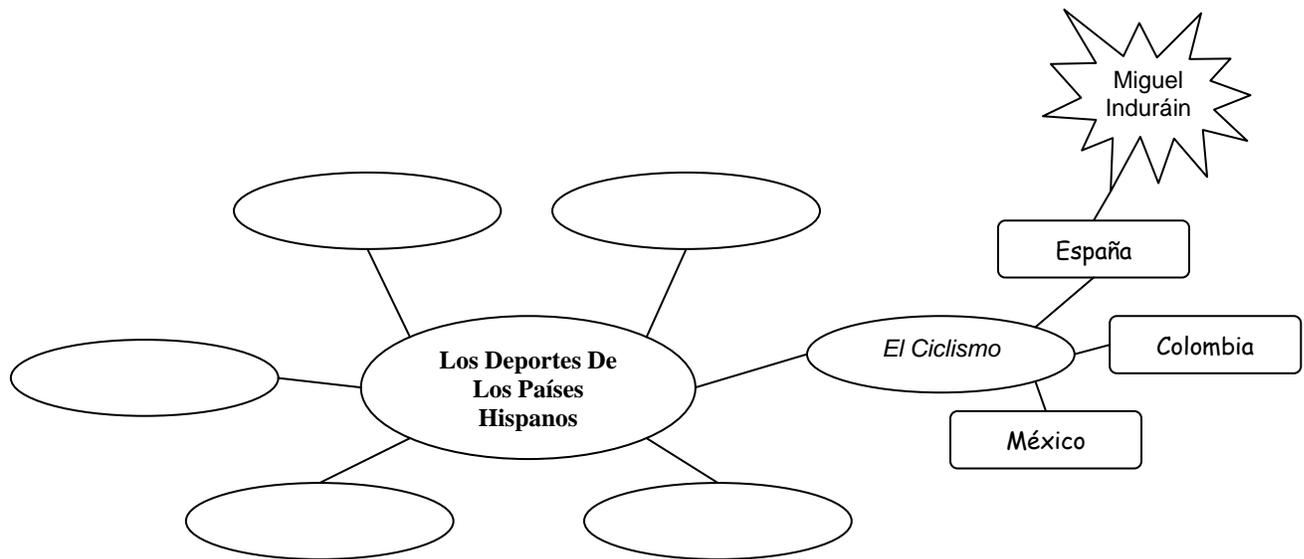
Semantic Map: You and your group will create a map that will organize the information you learned from the reading. You will need to make your own version of it on the large piece of butcher paper I've given you.

Follow these directions, **without looking back at the reading:**

1. Label the title in the center: *Los Deportes De Los Países Hispanos*.
2. Connect to the title the names of the sports that are popular in Spanish-speaking countries—only label the sports mentioned in the reading.
3. Connect to those sports the names of countries mentioned where the sport is popular.
4. Finally, connect any names of athletes you learned as being from those countries.
5. When finished, look back at the reading to check yourselves.

* Use the map below as a model. Be creative with your map, and make each step of the map different from the other; for example, you can use different shapes or colors.

****ANY SPEAKING THAT YOU AND YOUR PARTNER(S) DO SHOULD BE IN SPANISH!**



Personalization

Scenario: Imagine that you have been writing letters back and forth to a “pen pal” in one of the Spanish-speaking countries. In a recent letter, your pen pal explained to you which sports are popular in his country, and he also told you the names of famous athletes from that country. He ended the letter by asking you the following questions: *En los Estados Unidos, ¿tienen deportes populares? ¿Cuáles son? ¿Tienen deportistas famosos, también?*

Directions: On your own paper, write a short letter of about 4-5 sentences, answering your pen pal’s questions. First, choose which country your pen pal comes from and give your pen pal a name. Then, based on the country your pen pal is from, make comparisons between the sports/athletes in his country and those in the United States.

- Use the semantic map to help you determine which country you want your pen pal to be from and which sports/athletes you will focus on.

- Use the *frases útiles* and the *modelo* below as a guide; just fill in different information, depending on the country you are focusing on.
- Use connectors, such as *y*, *pero*, *también*, and *como* to link your sentences together.
- Read the rubric below to be sure you include all the necessary elements in your letter.

Frases útiles:

como -- like; just as

aquí -- here

por ejemplo -- for example

tan popular como -- as popular as

para -- for

¿Qué piensas tú? – What do you think?

Modelo:

Hola Víctor,

¿Qué tal? Es muy interesante que España tiene tantos deportes populares, como el fútbol y el esquí. Aquí en los Estados Unidos, tenemos muchos deportes populares también, como el fútbol americano y el baloncesto. También, como en España, nosotros tenemos el ciclismo, pero no es un deporte tan popular como el fútbol americano, por ejemplo. Un ciclista muy famoso en los Estados Unidos es Lance Armstrong; él ha ganado la carrera Tour-de France muchas veces, como Miguel Induráin en España.

Ahora, una cosa es obvio para mí, ¡los deportes de los Estados Unidos y de España no son muy diferentes! ¿Qué piensas tú?

Espero tu respuesta pronto,
Melissa

Rubric:

- ◆ Appropriate opening and closing to the letter _____ / 2 points
- ◆ At least 2 of the Spanish-speaking country’s sports/athletes are mentioned. _____ / 4 points
- ◆ At least 2 of the sports/athletes of the United States are mentioned. _____ / 4 points
- ◆ Appropriate comparisons/contrasts between the United States and the Spanish-speaking country are made. _____ / 4 points
- ◆ Letter includes at least 4-5, connected sentences. _____ / 2 points
- ◆ Student used new vocabulary learned throughout this lesson. _____ / 2 points
- ◆ Student demonstrated correct grammar/spelling throughout letter. _____ / 2 points
- ◆ Bonus: Student took risks and/or demonstrated creativity. + _____ / 2 pts.

_____ / 20 points possible

¡Hola Gustavo!

María Locklear

31-3-05

¿Qué pasa? Es muy fantástico que México tiene muchos deportes populares, como el ciclismo y el béisbol. Aquí en los Estados Unidos, los deportes populares es el fútbol americano y el baloncesto. Como México, béisbol es popular también, pero fútbol americano no es popular. También como México, ciclismo es popular pero no tan popular como béisbol o baloncesto. Un beisbolista muy famoso en los Estados Unidos es Barry Bonds por ejemplo como Fernando Venezuela en México.

Para mí, los deportes no es importante, pero ellos es muy importante en general en los Estados Unidos y México. ¿Qué piensas tú?

Tu amiga,
María

Micaela Johnston
31-3-05

Hola Víctor,

¿Qué tal? ~~En~~ Aquí en los Estados Unidos, como en España, el fútbol, ~~el~~ el esquí y el ciclismo es muy populares. ~~Pero,~~ Pero, ~~en~~ ~~los~~ como ~~en~~ ~~español~~ el fútbol es popular en España, el fútbol americano es muy popular en los Estados Unidos. ~~En~~ También en los Estados Unidos tenis is muy popular, ~~Arantxa~~ Arantxa Sánchez Vicario y Conchita Martínez son de España y son tenistas muy populares ~~en~~ aquí también. Hasta luego.

Espero tu respuesta pronto,
Micaela

Sierra Oglesby
31-3-05

¡Hola Miguel!

¿Qué pasa? ¿Cómo estás? ¿Como es Bolivia?
Es bonita, ¿no? Bolivia tiene tantos deportes populares, como
el Fútbol, el tenis, y el béisbol. Nosotros tenemos
muchos deportes populares también, como el fútbol
americano, el béisbol, y el basquetbol aquí en los
Estados Unidos. ¿Qué deportes a tú te gusta jugar?
Yo prefiero jugar el béisbol y quizás baloncesto.

En los países Hispánicos, Fútbol es muy popular, pero
en los Estados Unidos, Fútbol americano es muy popular
y un favorito entre los americanos. Ambos los países
Hispánicos y los Estados Unidos les gusta jugar muchos
deportes, por ejemplo, el ciclismo, el béisbol, el tenis,
el fútbol, el fútbol americano, el esquí, y la natación.

De todas formas, escribir me espalda, por favor.

Tu amiga,
Sierra

¡Hola Margarita!

Esperanza
Marzo 31

En los Estados Unidos béisbol es tan popular como fútbol en los países hispanos. Fútbol americano es muy populares también. Un deportista famoso es Barry Bonds. Él es un béisbolista como Roberto Alomar. Manny Ramirez tan popular como Derek Jeter.

Espero tu respuesta pronto,

Esperanza Stinemetz

Hola Rafael,

¡Que pasa! Deportes populares en Argentina parecen divertidos, deportes como tenis, el esquí, y fútbol. Aquí los deportes son diferentes. Puesto que deportista famoso en Argentina es Gabriela Sabatini, no es famoso aquí. Deportes populares en Estados Unidos son fútbol americano, beisbol, y golf. Deportistas famosos aquí son: Peyton Manning - fútbol americano, Chipper Jones - beisbol, y Tiger Woods - golf. Fútbol no tan popular como fútbol americano en Estados Unidos.

Es fantástico a escuchar de usted. ¡Que tenga buen día!

Usted amiga,
Amata Byrd

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Reflection on Reading Lesson

This lesson was designed for my Spanish I classes, and I feel that it was a successful one. I also feel that all activities—pre-reading, guided interaction, assimilation, and personalization were appropriate for the text. I think that during the pre-reading activities, students interacted well, and I tried to expand on their answers, so that they were not just giving me answers for the sake of the activity. For example, with a few students who gave me the names of famous athletes, I asked them which sports those athletes played and for which teams. The guided interaction activities also seemed to go well. We ended up doing more review than I had planned on over where the Spanish-speaking countries are located; I did not realize just how much the students had forgotten, but that review did fulfill one of my lesson objectives. One interesting part of the first guided-interaction activity came when I realized that one of the students I called on to answer a question was asleep. She woke up immediately and answered my question, but it was still quite funny. “María” is actually one of my best students in the class, and after class, she was so apologetic about having fallen asleep, especially on camera. I explained to her that it didn’t bother me at all because she has never done that before, and the classroom was very warm and humid that day.

This lesson was spread over two class days; we only had enough time to get through the pre-reading and the guided interaction activities on the first day. However, after that class, I decided that I wanted to change my assimilation task for the next day, because I did not feel that the assimilation task was very meaningful. The way I had originally planned it, students would get into pairs and create their semantic maps on a regular sheet of paper, and then after about 15 minutes of working, the students and I would create a “whole-class” map on the overhead. I knew that the purpose of this activity was to help students organize the information they had learned from the text and to prepare them for the personalization task, but I was not happy with it because I felt that some students would rush through it, especially if I was not taking it up for a grade or at least viewing it. I also wanted all students to get a chance to see each other’s work. Therefore, I decided to change the activity to where students would work in assigned groups of 2-3 and would make a larger diagram on butcher paper and then present one aspect of the map to the class. To me, this gave students a more obvious purpose for creating the map, and this change also made the activity more meaningful and communicative because they had to share their maps and their learned information. Originally, I had also planned to make students not use their text at first when creating the maps, but because we were doing this activity the day after reading the text, students had forgotten some of what they read and needed the text to help them.

Overall, students seemed to really enjoy doing the group work, and I even had to extend the amount of time for doing this activity from 20-25 minutes to about 35-40 minutes, because the students were really trying to do a good job. The majority of the group work was not shown on the tape, nor were my directions explaining the assimilation activity, because I was afraid that my tape was going to run out before we got to the personalization task. One aspect of the group work that I was not as pleased with was the fact that students did not use as much Spanish as I would have liked them to. Off camera, I kept encouraging students to speak in Spanish because they were saying some things in English that I KNEW they could say in Spanish. However, I feel that the presentations were a success; students included in their diagrams exactly what I wanted them to, and they were creative with them. Most students also did well on the

personalization task. Some did not use as much of the newer vocabulary as I would have liked; however, others took risks and really followed through with the task by making true comparisons of the sports/athletes between the United States and a Spanish-speaking country.

Watching the video, I realize several things: I'm obviously a bad speller when it comes to people's names; I say *muy bien*, *ahora*, and *a ver* too much; my verb endings and vocabulary are sometimes wrong (which is bad because I'm only teaching a level I class—very easy); sometimes I allow too much time for students to complete certain activities (such as in “guided interaction”); and I repeat myself a lot, for fear that some students are not “getting it.” However, I also try to create a very laid-back atmosphere in my classroom, one in which we can all make mistakes and easily move on. Throughout the lesson, I also tried to use as much Spanish as possible and to only use English when giving directions for certain activities or when clarifying words, such as when I asked students “¿Qué significa *el equipo* en inglés?” because I knew most students would not know what that word meant.

Because I teach a lower-level class, I usually only include reading activities as part of the input in my comprehensible input and focused-grammar lessons. Through teaching this reading lesson, I realize the value of teaching lower-level Spanish classes through complete reading lessons because the text does expose students to Spanish that is fully contextualized. Also, because students keep returning to the text for each activity, they are constantly receiving the input they need to do the output tasks. In this lesson, I also noticed that for some students, their writing in the personalization task was better than it has ever been. I can't really figure out why that would be, unless it is that instead of focusing as much on using certain vocabulary or applying a certain grammar concept, they were focusing on truly being communicative in their letters.