

## Preliminary Lesson Opener, ¿Quiénes son?, pp. 0–5

### OBJECTIVES

- Introduce lesson theme: **Mis amigos y yo.**
- **Culture:** Florida.
- Review vocabulary: greetings, how to identify people.
- Practice definite and indefinite articles; subject pronouns and **ser** in the present.
- Review lesson vocabulary in context.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Preliminary Lesson Opener, p. 1: Have students look at the photos, and talk about Hispanic culture in the United States, and specifically in Florida.

### TEACH

- (10 min.) **¿Quiénes son?**, pp. 2–3, paragraphs A–F.
- (10 min.) **Repaso: Definite and Indefinite Articles**, p. 4.
- (10 min.) **Repaso: Subject Pronouns and ser**, p. 5.

**IEP Modification Slower-paced Learners** Speak slowly and with clear pronunciation, using same phrases repeatedly.

### PRACTICE AND APPLY

- (5 min.) Preliminary Lesson Opener, page opposite to page 1. Read the brief presentation on **Florida**. Have students view the photographs and respond to the questions **¿Hay programas de televisión o de radio en español donde vives?** and **¿Qué tiendas o restaurantes latinos hay?**, at the end of the brief presentation.
- (5 min.) Play TXT CD 1 track 2 to do ¡A responder! activity, p. 3.
- (10 min.) Práctica, Activities 1–2, p. 4. Have students work in pairs. Use reading, writing, and speaking skills listed next to the activity.
- (10 min.) Práctica, Activities 3–4, p. 5. Use reading, writing, and speaking skills listed next to the activity.

**ASSESS AND RETEACH**

- (50 min.) Diagnostic test, On-level Assessment, pp. 1–6.
- (5 min.) Para y piensa, p. 5. Assess that students use the correct subject pronoun and article.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b> Student Book and Workbook Answers, Projectable Transparencies 34–45	<b>Practice</b> Back to School Resources, URB 1, pp. 1–4
<b>Present</b> Warm-up Transparency, Projectable Transparency 22 Audio Script, URB 1, pp. 101–102	<b>Assess</b> Heritage Learner Diagnostic Test, Heritage Learners Assessment, pp. 1– 6

<b>TECHNOLOGY TOOLS</b>	
<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

## ¿Cómo son?, pp. 6–9

### OBJECTIVES

- Review vocabulary used to describe people.
- Practice adjective agreement and the verb *tener* in the present.
- Review lesson vocabulary in context.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Make a brief introduction reviewing and focusing on descriptive adjectives such as **trabajador(a)**, **estudioso(a)**, **artístico(a)**, **atlético(a)**, **buen profesor(a)**, **perezoso(a)**, **(des)organizado(a)**, **alto(a)**, **bajo(a)**, **tener pelo rubio [castaño, ser pelirrojo(a)]**, **cómico(a)**, **serio(a)**, **simpático(a)**, **joven**.

### TEACH

- (10 min.) ¿Cómo son? vocabulary, pp. 6–7, paragraphs A–D.
- (5 min.) Audio Program TXT CD 1, track 3. Play audio for paragraphs A–D.
- (10 min.) **Repaso:** Adjectives, p. 8.
- (10 min.) **Repaso:** The verb **tener**, p. 9.

**IEP Modification** Task-analyze the grammar concepts to be learned and talk students through the sequence of steps needed to master the concept.

### PRACTICE AND APPLY

- (5 min.) Play TXT CD 1 track 4 to do ¡A responder! activity, p. 7.
- (10 min.) Práctica, Activities 5–6, p. 8. Use reading, writing, and speaking skills listed next to the activity.
- (10 min.) Práctica, Activities 7–8, p. 9. Use reading, writing, and speaking skills listed next to the activity.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 9. Assess that students can talk about themselves and others.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 34–45	Back to School Resources, URB 1, pp. 5–8
<b>Present</b>	
Warm-up Transparency, Projectable Transparency 22 Audio Script, URB 1, pp. 101–102	

<b>TECHNOLOGY TOOLS</b>	
<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

## ¿Qué te gusta?, pp. 10–13

### OBJECTIVES

- Review vocabulary: activities, food.
- Practice the verb **gustar**.
- Review the lesson vocabulary in context.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1B express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Focus by asking students what they like to do. For example: **¿Qué te gusta hacer? ¿Qué te gusta comer?** Model a response by letting your class know what activities you like to do and what foods you like to eat.

### TEACH

- (10 min.) ¿Qué te gusta?, pp. 10–11, paragraphs A–F.
- (10 min.) **Repaso:** The verb gustar, p. 12.
- (10 min.) Comparación cultural, p. 13: Discuss *Compara con tu mundo* question as a class.

### PRACTICE AND APPLY

- (5 min.) Play TXT CD 1 track 6 to do ¡A responder!, p. 11.
- (10 min.) Do activities 9–10. Use reading, writing, and speaking skills listed next to the activity.
- (5 min.) In pairs, do activity 11, p. 13.

**IEP Modification** First work the modelos for activities 10 and 11 so that students have a clear understanding of what they are expected to do.

### ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 13. Assess that students can say what they and others like and do not like.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b>                      Student Book and Workbook                      Answers, Projectable                      Transparencias 34–45</p>	<p><b>Practice</b>                      Back to School Resources, URB 1, pp. 9–11</p>
<p><b>Present</b>                      Warm-up Transparency, Projectable                      Transparency 23                      Audio Script, URB 1, pp. 101–102</p>	

<b>TECHNOLOGY TOOLS</b>	
<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

## ¿Adónde van?, pp. 14–17

### OBJECTIVES

- Review vocabulary: places where you go.
- Practice **ir + a + place**.
- Review the lesson vocabulary in context.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Break the class down in pairs so that partners ask one another where he or she likes to go after class or on weekends.

**IEP Modification** Write the questions on the board: **¿Adónde te gusta ir después de la escuela? ¿Adónde te gusta ir los fines de semana?**

### TEACH

- (10 min.) ¿Adónde van?, paragraphs A–F, pp. 14–15.
- (10 min.) **Repaso:** ir + a + **place**, p. 16.

### PRACTICE AND APPLY

- (5 min.) Play TXT CD 1 track 8 to do ¡A responder!, p. 15.
- (10 min.) Práctica, Activities 12–13, p. 16. Have students work in pairs on activity 12. Use reading, writing, and speaking skills listed next to the activity.
- (15 min.) Práctica, activities 14–16. Do activities 14–15 in pairs.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 17. Assess that students can express where they and others are going.

### OPTIONAL RESOURCES

#### Plan

Student Book and Workbook Answers,  
Projectable Transparencies 34–45

#### Practice

Back to School Resources, URB 1, pp.  
12–14

#### Present

Warm-up Transparency, Projectable  
Transparency 23  
Audio Script, URB 1, pp. 101–102

<b>TECHNOLOGY TOOLS</b>	
<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
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## ¿Cómo estás, pp. 18–21

### OBJECTIVES

- Practice using **tener**, **ser**, and **estar** to describe people.
- Review and practice vocabulary used to describe how you feel.

### TEKS

- 1E interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

### FOCUS AND MOTIVATE

- (5 min.) Have students repeat these first Spanish numbers after you.

### TEACH

- (10 min.) **¿Cómo estás?**, pp. 18–19
- (10 min.) **Repaso: Ser or estar**, p. 21

**IEP Modification** The usage of **ser** and **estar** is color coded. Ask students to explain the distinction in using one or another as they focus on the examples in the grammar note.

### PRACTICE AND APPLY

- (5 min.) Play TXT CD 1 track 10 to do ¡A responder!, p. 19.
- (30 min.) **Práctica**, Activities 17–21, pp. 20–21. Use reading, writing, and speaking skills listed next to the activity.

### ASSESS AND RETEACH

- (5 min.) **Para y piensa**, p. 21. Assess that students can distinguish the uses of **ser** and **estar**.

### OPTIONAL RESOURCES

#### Plan

Student Book and Workbook Answers,  
Projectable Transparencias 34–45

#### Practice

Back to School Resources, URB 1, pp.  
15–17

#### Present

Warm-up Transparency, Projectable  
Transparency 24  
Audio Script, URB 1, pp. 101–102

<b>TECHNOLOGY TOOLS</b>	
<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
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Pre-AP Resources	Pre-AP Resources

## ¿Qué haces?, pp. 22–25

### OBJECTIVES

- Review vocabulary: activities and places to go.
- Practice the regular present-tense verb forms.
- Practice the present-tense of stem-changing verbs.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Play Audio Program TXT CD 1, track 11 targeting actions one does at home and in school daily.

### TEACH

- (10 min.) **¿Qué haces?**, pp. 22–23
- (10 min.) **Repaso: Regular Present-tense Verbs**, p. 24
- (10 min.) **Repaso: Stem-changing Verbs**, p. 25

**IEP Modification** Write vocabulary words on the board as you say them slowly sound by sound and/or syllable by syllable.

### PRACTICE AND APPLY

- (15 min.) Activities 22–23, p. 24. Do activity 23 in pairs. Use reading, writing, and speaking skills listed next to the activity.
- (10 min.) Activities 24–25, p. 25. Use reading, writing, and speaking skills listed next to the activity.
- (5 min.) Play TXT CD 1 track 12 to do ¡A responder!, p. 23.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 25. Assess that students can form the present tense of regular and stem-changing verbs.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 34–45	Back to School Resources, URB 1, pp. 18–21
<b>Present</b>	
Warm-up Transparency, Projectable Transparency 24 Audio Script, URB 1, pp. 101–102	

<b>TECHNOLOGY TOOLS</b>	
<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
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Pre-AP Resources	Pre-AP Resources

## ¿Qué vas a hacer?, pp. 26–28

### OBJECTIVES

- Review vocabulary to talk about friends' plans.
- Check for recognition.
- Practice **ir a** + infinitive using lesson vocabulary.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Write **¿Qué vas a hacer después de la escuela? ¿Qué vas a hacer el fin de semana?** on the board; break down the class in pairs and have them ask each other these questions.

### TEACH

- (10 min.) ¿Qué vas a hacer?, pp. 26–27.
- (10 min.) **Repaso: Nota gramatical**, p. 28

**IEP Modification** Use visual (pictorial) mnemonic devices to assist in memory; let students design their own mnemonic devices and discuss value of this strategy.

### PRACTICE AND APPLY

- (5 min.) Play TXT CD 1 track 14 to do ¡A responder!, p. 27.
- (20 min.) Activities 26–28, p. 28. Play TXT CD 1 track 15 for activity 26. Have them walk around the classroom to do activity 28.
- (10 min.) Activity 28, p. 21. Have students work in pairs. Use reading, writing, and speaking skills listed next to the activity.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 28. Assess that students can express what they and others are going to do.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 34–45	Back to School Resources, URB 1, pp. 22–24
<b>Present</b>	
Warm-up Transparency, Projectable Transparency 25 Audio Script, URB 1, pp. 101–102	

<b>TECHNOLOGY TOOLS</b>	
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Pre-AP Resources	Pre-AP Resources

## En resumen, Repaso de la lección, pp. 29–31

### OBJECTIVES

- Review lesson grammar and vocabulary.

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 3A express and support an opinion or preference orally and in writing with supporting statements.

### FOCUS AND MOTIVATE

- (10 min.) En resumen, p. 29. Review all vocabulary terms.

### TEACH

- (10 min.) En resumen. Assess which vocabulary terms need more practice and encourage students to form sentences with each.
- (10 min.) Repaso de la lección, pp. 30–31. Have students form two questions to ask classmates.

### PRACTICE AND APPLY

- (25 min.) Repaso de la lección, Activity 1, p. 30. Play TXT CD 1 track 16 while they do Activity 1. Complete activities 2–4, pp. 30–31.

**IEP Modification** Allow flashcards to practice and review so students have visual reminders of key information. Students can make their own or use the Vocabulary flashcards on [my.hrw.com](http://my.hrw.com).

### ASSESS AND RETEACH

- (50 min.) Lesson Test, On-level Assessment, pp. 7–12.

### OPTIONAL RESOURCES

#### Plan

Student Book and Workbook Answers,  
Projectable Transparencies 34–45

#### Present

Warm-up Transparency, Projectable  
Transparency 25  
Audio Script, URB 1, pp. 101–102

#### Assess

Lesson Test, Modified Assessment, pp.  
1–6  
Lesson Test, Pre-AP Assessment, pp.  
1–6  
Lesson Test, Heritage Learners  
Assessment, pp. 7–12

<b>TECHNOLOGY TOOLS</b>	
<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources