

## **Unit and Lesson Opener, Presentación y práctica de vocabulario, pp. 86–92**

### **OBJECTIVES**

- Introduce lesson theme: **La Copa Mundial**.
- **Culture:** Sports and games people practice.
- Present and practice vocabulary: sporting events, sports equipment, and healthy habits.

### **TEKS**

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### **FOCUS AND MOTIVATE**

- (5 min.) Look at the photos and read the accompanying information on p. 87.
- (10 min.) Lesson Opener, pp. 88–89: Have students look at the photo and answer *¿Qué ves?* and *Compara con tu mundo* questions.

### **TEACH**

- (5 min.) Play audio A–D, pp. 90–91 (TXT CD 3 Track 1) as students read along.
- (10 min.) Have students repeat bolded blue words after you to practice pronunciation.
- (5 min.) View Vocabulary Presentation video.

### **PRACTICE AND APPLY**

- (5 min.) Use the *¡A responder!* Activity (TXT CD 3, Track 2) on p. 411 to check recognition of new vocabulary.
- (10 min.) Assign Activities 1 and 2 on p. 92 to practice new vocabulary.

### **ASSESS AND RETEACH**

- (5 min.) *Para y piensa*, p. 92. Have students practice words related to competitive sporting events.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 63.
- Homework: *Cuaderno*, pp. 50–52; *Cuaderno para hispanohablantes*, pp. 50–53.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	TPRS, pp. 15–21
Family Letter, URB 2, p. 91	Video Script, URB 2, pp. 69–72
Absent Student Copymasters, URB 2, p. 93	Audio Script, URB 2, pp. 73–77
	Vocabulary Video, DVD 1
	Fine Art Activities, URB 2, pp. 87, 89
	Fine Art Projectable Transparencies 3, 5
<b>Present</b>	<b>Practice</b>
Warm-up Projectable Transparencies 16	Video Activities, URB 2, pp. 51–52
Atlas Map, Projectable Transparencies 5	Practice Games, URB 2, p. 31
Map Projectable Transparencies 7	
Map-Culture Activities, URB 2, pp. 83–84	<b>Assess</b>
Vocabulary Projectable Transparencies 6–7	Reteaching Copymasters, URB 2, pp. 1–2
	Student Book and Workbook Answers, ,
	Projectable Transparencies 24–27, 32–39

<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

## Vocabulario en contexto, pp. 93–94

### OBJECTIVES

- Understand sports vocabulary and adverbs in context.
- Practice using vocabulary and **-mente** adverbs 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.

### FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 1, p. 93. Prepare students to watch the video by looking at the photo and predicting what will happen.

### TEACH

- (2 min.) Telehistoria escena 1, p. 413: Strategies. Have students read the listening strategy.
- (5 min.) Show Telehistoria escena 1, Video program, DVD 1. Ask students to summarize what happens.
- (10 min.) Nota gramatical, p. 94. Present the box on adverbs. Emphasize that while adjectives describe nouns (people, places, things), adverbs describe adjectives or verbs (actions).

**IEP Modification** To help students visualize adverbs, give physical examples. Look sad and ask: “¿Cómo estoy?” Write **triste** on the board under *Adjectives*. Then walk with a sad demeanor. Ask: “¿Cómo camino?” Write **tristemente** under *Adverbs*. Repeat with other adjectives and actions.

### PRACTICE AND APPLY

- (5 min.) *Comprensión del episodio*, p. 94: Do Activity 3 as a class.
- (5 min.) Have students pair up to do Activity 4, p. 94.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 94. Have students form adverbs from **rápido**, **serio**, and **lento** to complete sentences.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 64.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39</p> <p>Absent Student Copymasters, URB 2, p. 94</p>	<p><b>Practice</b></p> <p>Video Activities, URB 2, pp. 53–54</p> <p>Practice Games, URB 2, p. 32</p> <p><b>Assess</b></p> <p>Reteaching Copymasters, URB 2, pp. 1, 3</p>
<p><b>Present</b></p> <p>Warm-up Projectable Transparencies 16</p> <p>Audio Script, URB 2, pp. 73–77</p> <p>Video Script, URB 2, pp. 69–70</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

## Presentación y práctica de gramática 1, pp. 95–97

### OBJECTIVES

- Present and practice **-er** and **-ir** verbs in the preterite.
- Recycle: foods, pp. R10, R11.
- **Culture:** compare team chants; discuss school chants.

### 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.
- 2D identify cultural practices from authentic print, digital, 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.) Presentación de gramática, p. 95. Briefly review the preterite of regular **-ar** verbs.

### TEACH

- (15 min.) Present the preterite endings for regular **-er** and **-ir** verbs.
- (15 min.) Comparación cultural, p. 96. Ask students to look at the photos and describe them. Read about the teams and the chants together as a class.

### PRACTICE AND APPLY

- (5 min.) Call on students to answer the items in Activity 5, p. 96.
- (5 min.) Pair students together to do Activity 6, p. 96. Walk around and help with grammar and pronunciation.
- (5 min.) Ask students to write the answers to Activity 7, p. 97 on the board and peer correct.
- (10 min.) Play Audio TXT CD 3 Track 4 as students do Activity 8, p. 97. Correct aloud.

**IEP Modification** Pair slower-paced learners with stronger students for Activity 6.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 97. Have students complete sentences in the preterite, using **beber, perder, meter, and recibir**.
- Homework: *Cuaderno*, pp. 53–55; *Cuaderno para hispanohablantes*, pp. 54–56.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Practice Games, URB 2, p. 34 Video Activities, URB 2, pp. 55–56
Absent Student Copymasters, URB 2, p. 96	<b>Assess</b>
	Reteaching Copymasters, URB 2, pp. 4, 5
<b>Present</b>	
Warm-up Projectable Transparencies 17 Audio Script, URB 2, pp. 73–77 Video Script, URB 2, pp. 69–70	

<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

## Gramática en contexto, pp. 98–99

### OBJECTIVES

- Practice using past and present verb forms.

### 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.
- 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.) Telehistoria escena 2, p. 98. Have students look at the photo and answer the following warm-up questions: **¿Qué hacen los chicos? ¿Quién es la señora?**

### TEACH

- (5 min.) Show Telehistoria escena 2, Video Program, DVD 2. Ask comprehension questions, then have students scan the text for preterite **-er** and **-ir** verbs.
- (5 min.) También se dice: Present the different words for popcorn in different countries.

**IEP Modification** Play the video twice, go over the text on the page, then watch the video a third time so students become comfortable with the material. Have volunteers role-play the scene.

### PRACTICE AND APPLY

- (5 min.) Go over Activity 10 on p. 99.
- (10 min.) Pair students up to do Activities 11, p. 99. Ask each pair to present one of their stories to the class.
- (5 min.) Switch partners to do Activity 12, p. 99.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 99. Have students use preterite verbs to talk about things that people did in the past.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 65.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Practice Games, URB 2, p. 34 Video Activities, URB 2, pp. 55–56
Absent Student Copymasters, URB 2, p. 96	<b>Assess</b> Reteaching Copymasters, URB 2, pp. 4, 6
<b>Present</b>	
Warm-up Projectable Transparencies 17 Audio Script, URB 2, pp. 73–77 Video Script, URB 2, pp. 69–70	

<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

## Presentación y práctica de gramática 2, pp. 100–102

### OBJECTIVES

- Present and practice demonstrative pronouns and adjectives.
- **Recycle:** sports equipment, p. R4 and colors, p. R6; clothing, p. R6; classroom words, p. R14.
- Practice pronouncing the /k/ sound and note different spelling patterns.

### 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.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 100. Go over with students the information in the English Grammar Connection.

### TEACH

- (15 min.) Presentación de gramática, p. 100. Begin with a quick review of the concept of gender and number agreement. Explain that demonstrative adjectives also agree in gender and number with the nouns they modify. Demonstrative pronouns work the same way but the noun is omitted and an accent added.
- (5 min.) Pronunciación, p. 101. Play TXT CD 3 track 6. Note that **c** is pronounced like **s** (**th** in parts of Spain) before **e** and **i**, so **qu** is used to maintain the **k** sound.
- (10 min.) Comparación Cultural: El equipo de fútbol, p. 102. Ask students to describe the painting *Club Atlético Nueva Chicago* and then discuss the paragraph about the importance of sports in Argentina.

**IEP Modification** Use three similar objects and exaggerated gestures to visually demonstrate the concept of **ese**, **este**, and **aquel**. Place one directly in front of you, one in front of a student, and one all the way across the classroom.

### PRACTICE AND APPLY

- (10 min.) Pair students up to do Activity 13. Afterwards, call on a different pair to present their conversation for each item. Switch partners to do Activity 14.
- (20 min.) Divide the class into small groups to play the game *Veo, veo* (Activity 15, p. 102). Brush up on classroom object vocabulary beforehand if necessary.

### ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 102. Have students practice demonstrative adjectives to describe things and people at different distances.

- Homework: *Cuaderno*, pp. 56–58; *Cuaderno para hispanohablantes*, pp. 57–60.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Practice Games, URB 2, p. 35 Audio Script, URB 2, pp. 73–77
Absent Student Copymasters, URB 2, p. 97	<b>Assess</b>
	Reteaching Copymasters, URB 2, pp. 7, 8, 9
<b>Present</b>	
Warm-up Projectable Transparencies 18 Fine Art Activities, URB 2, p. 86 Fine Art Projectable Transparencies 2 Grammar Presentation Projectable Transparencies 11	

<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

## Todo junto, pp. 103–105

### OBJECTIVES

- Integrate lesson content.
- Practice using and integrating lesson vocabulary and grammar.

### TEKS

- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 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.) Telehistoria completa, p. 103. Have students look at the photo for scene 3. Ask: **¿Dónde están los chicos? ¿Qué hacen con esos libros?**

### TEACH

- (5 min.) Read the Resumen sections on p. 103 for Telehistoria escenas 1 and 2.
- (5 min.) Go over listening strategy. Show Telehistoria escena 3, Video program, DVD 2.
- (15 min.) Play scenes 1, 2, and 3 all together.

### PRACTICE AND APPLY

- (10 min.) As a class, do Activities 17 and 18, p. 104.
- (20 min.) Pair students together to do Activity 19. Ask pairs to present their responses.
- (10 min.) Play the audio TXT CD 3 tracks 8, 9 for students to do Activity 20, p. 105.
- (15 min.) Assign Activity 21, p. 425.

**IEP Modification** Play the audio for Activity 20 once all the way through, then play it again, pausing at intervals to allow students to take notes. Play it a third time all the way through.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 105. Have students do the activity and form groups of students to discuss the different answers.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 66.
- Homework: *Cuaderno*, pp. 59–60; *Cuaderno para hispanohablantes*, pp. 61–62.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39</p> <p>Absent Student Copymasters, URB 2, p. 98</p> <p><b>Present</b></p> <p>Warm-up Projectable Transparencies 18</p> <p>Audio Script, URB 2, pp. 73–77</p> <p>Video Script, URB 2, pp. 69–70</p>	<p><b>Practice</b></p> <p>Learning Scenarios</p> <p>Conversation cards</p> <p>Video Activities, URB 2, pp. 57–58</p> <p>Practice Games, URB 2, p. 36</p> <p><b>Assess</b></p> <p>Reteaching Copymasters, URB 3, pp. 7, 9</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

## Lectura/Conexiones, pp. 106–108

### OBJECTIVES

- Learn about the history of the World Cup.
- Compare the World Cup to another sports championship.
- **Culture:** Read about the Argentinian game of **pato**.

### 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.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Lectura, pp. 106–107. Have student look at the chart on p. 107 and identify the different countries listed. Ask if anyone has ever watched the World Cup games.

### TEACH

- (10 min.) Lectura, «La Copa Mundial», pp. 106–107. Have students read silently the two cards on p. 106. Then call on students to read aloud, correcting pronunciation.
- (10 min.) Conexiones, p. 108. Have students look at the photos and diagram. Ask students to describe how they think pato is played (e.g. **juegan en equipo, montan a caballo, usan casco**, etc.). Then read the paragraphs.

**IEP Modification** Break the Lectura into manageable chunks. Go over reading one chunk at a time, helping with any vocabulary or syntax difficulties.

### PRACTICE AND APPLY

- (10 min.) Lectura, «La Copa Mundial», pp. 106–107. Ask comprehension questions about the reading on p. 106, then have students do the reading strategy as they read the chart on p. 107.
- (20 min.) Conexiones, p. 108, Proyectos 1, 2, 3. Allow students to choose the project that interests them most.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 107. Have students answer the questions.
- (20 min.) Culture Quiz, On-level Assessment, p. 67.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Present</b>
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Warm-up Projectable Transparencies 19
Absent Student Copymasters, URB 2, p. 99	<b>Practice</b>
	Lecturas para todos, pp. 12–16
	Lecturas para hispanohablantes
	Practice Games, URB 2, p. 37

<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

## En resumen, Repaso de la lección, pp. 109–111

### OBJECTIVES

- Review lesson grammar and vocabulary.

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (10 min.) Do a quick review of the vocabulary and grammar in the En Resumen on p. 109.
- (10 min.) Review the information in the ¡Llegada! box on p. 110.

### TEACH

- (5 min.) Activity 1, p. 430. Play Audio TXT CD 3, track 11 while students fill in the missing adverbs.

**IEP Modification** Before playing the audio in Activity 1, have students write down the adverb form of each adjective in the word bank. Ask them to explain to you when you would use the adjectives and when you would use the adverbs.

### PRACTICE AND APPLY

- (15 min.) Assign activities 2–4. Encourage students to refer back to the referenced pages for review and to ask questions if they have difficulty.
- (10 min.) Go over answers in class.

### ASSESS AND RETEACH

- Homework: Study En resumen, p. 109; *Cuaderno*, pp. 61–72; *Cuaderno para hispanohablantes*, pp. 61–72.
- (50 min.) Lesson Test, On-level Assessment, pp. 68–74.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Assess</b>
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Review Games Online Lesson Test, Modified Assessment, pp. 47–53
Absent Student Copymasters, URB 2, p. 100	Lesson Test, Pre-AP Assessment, pp. 47– 53 Lesson Test, Heritage Learners Assessment, pp. 53–59
<b>Present</b>	
Warm-up Projectable Transparencies 19 Audio Script, URB 2, pp. 73–77	
<b>Practice</b>	
Practice Games, URB 2, p. 38 Sing-along Songs	

<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

## Lesson Opener, Presentación y práctica de vocabulario, pp. 112–116

### OBJECTIVES

- Introduce lesson theme: **¿Qué vamos a hacer?**
- **Culture:** nearby city centers or downtown areas.
- Present and practice vocabulary: daily routines, personal care, body parts, and logical routines.

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

### FOCUS AND MOTIVATE

- (10 min.) Lesson Opener, pp. 112–113: Have students look at the photo and answer *¿Qué ves?* and *Compara con tu mundo* questions.

### TEACH

- (10 min.) Call on boys to read A and B, p. 114 and girls to read C and D, p. 115. Go over the labeled photos together. Have class repeat blue bolded words after you.
- (5 min.) View Vocabulary Presentation video.

### PRACTICE AND APPLY

- (5 min.) Use the *¡A responder!* Activity (TXT CD 3, Track 13) on p. 115 to check recognition of new vocabulary.
- (10 min.) Assign Activities 1 and 2 on p. 92 to practice new vocabulary.

**IEP Modification** For fun, physical reinforcement of new vocabulary, play charades. Split the class into teams, mixing stronger and slower-paced students.

### ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 116. Have students use words related to daily routines.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 80.
- Homework: *Cuaderno*, pp. 73–75; *Cuaderno para hispanohablantes*, pp. 73–76.

### OPTIONAL RESOURCES

#### Plan

Absent Student Copymasters, URB 2, p. 101

#### Present

Warm-up Projectable Transparencies 20  
 Vocabulary Projectable Transparencies 8–9  
 TPRS, pp. 22–28

#### Practice

Video Activities, URB 2, pp. 59–60  
 Practice Games, URB 2, p. 39

#### Assess

Reteaching Copymasters, URB 2, pp. 13–14  
 Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–

Video Script, URB 2, pp. 71–72	47
Audio Script, URB 2, pp. 78–82	
Vocabulary Video, DVD 1	

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

## Vocabulario en contexto, pp. 117–118

### OBJECTIVES

- Understand and practice using **pensar** + *infinitive* to express plans.
- Practice using vocabulary in context.
- **Recycle:** **pensar**, pp. R6, R30.

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

### FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 1, p. 117. Prepare students to watch the video by looking at the photo and predicting what will happen.

### TEACH

- (5 min.) Telehistoria escena 1, p. 117: Strategies. Have students read the listening strategy.
- (5 min.) Show Telehistoria escena 1, Video program, DVD 1. Ask students to summarize what happens.
- (5 min.) Nota gramatical, p. 118. Present the box on *pensar* + infinitive. Review conjugation of verb *pensar*.

**IEP Modification** Provide additional in-context examples of **pensar** + *inf* using yourself as an example. Prompt students to share their plans for the day. Allow time for responses, but give clues when needed.

### PRACTICE AND APPLY

- (5 min.) *Comprensión del episodio*, p. 118: Do Activity 4 as a class.
- (10 min.) Have students pair up to do Activity 5, p. 118.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 118. Have students talk about their plans for the weekend.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 81.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Video Activities, URB 2, pp. 61–62 Practice Games, URB 2, p. 40
Absent Student Copymasters, URB 2, p. 102	<b>Assess</b>
	Reteaching Copymasters, URB 2, pp. 13– 15
<b>Present</b>	
Warm-up Projectable Transparencies 20 Audio Script, URB 2, pp. 78–82 Video Script, URB 2, pp. 71–72	

<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

## Presentación y práctica de gramática 1, pp. 119–121

### OBJECTIVES

- Present and practice reflexive verbs and correct placement of reflexive pronouns.
- **Recycle:** parts of the body, p. R5.
- Read and write about daily routines.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 2D identify cultural practices from authentic print, digital, 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.) Presentación de gramática, p. 119. Ask students what they notice about verbs such as **lavarse**, **acostarse**, and **vestirse**. How are they different from other infinitives they have learned?

### TEACH

- (15 min.) Use student volunteers to present reflexive verbs (p. 119). Give one student some dishes to “wash,” while another student acts out washing his/her face. Ask students to listen for differences as you point to each student and say: **Lava los platos, Se lava la cara.**
- (10 min.) Comparación cultural, p. 120. Ask students to describe the painting, then read the paragraph on Xul Solar and abstract painting.

**IEP Modification** Students can label cards with the reflexive pronouns and parts of the conjugated verb **lavar (lav, o, as, a, amos, an)**, then practice forming the correct conjugations.

### PRACTICE AND APPLY

- (10 min.) Quickly review parts of the body on pp. 114–115 before doing Activity 6, p. 120.
- (20 min.) Do Activities 7 and 9 as a class and Activity 8 in pairs (pp. 120–121).

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 121. Have students practice reflexive verbs with their pronouns.
- Homework: *Cuaderno*, pp. 76–78; *Cuaderno para hispanohablantes*, pp. 77–79.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 2, p. 103</p> <p><b>Present</b></p> <p>Warm-up Projectable Transparencies 21</p> <p>Grammar Presentation Projectable Transparencies 12</p> <p>Audio Script, URB 2, pp. 78–82</p>	<p>Fine Art Activities, URB 2, p. 88</p> <p>Fine Art Projectable Transparencies 4</p> <p><b>Practice</b></p> <p>Practice Games, URB 2, p. 41</p> <p><b>Assess</b></p> <p>Reteaching Copymasters, URB 2, pp. 16–17</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

## Gramática en contexto, pp. 122–123

### OBJECTIVES

- Listen to a dialog about a daily routine.
- Talk about routines using reflexive verbs.
- **Recycle:** telling time, p. R12

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

### FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 2, p. 122. Have students describe what’s happening in the photo. Go over the listening strategy.

### TEACH

- (5 min.) Show Telehistoria escena 2, Video Program, DVD 2. Ask students about the sequence of Tobal’s routine.

**IEP Modification** Play the video twice, go over the text, then watch the video again so students become comfortable with the material. Have four volunteers role-play the scene.

### PRACTICE AND APPLY

- (5 min.) Go over Activity 11, *Comprensión del episodio*, on p. 123.
- (10 min.) Pair students up to do Activities 12, p. 123. Circulate to keep students on track.
- (15 min.) Group students together to do Activity 13, p. 123. Each group should present their ad to the class.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 123. Have students complete sentences using **acostarse, ponerse, ducharse, despertarse, afeitarse**.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 82.

### OPTIONAL RESOURCES

#### Plan

Student Book and Workbook Answers,  
Projectable Transparencias 28–31, 40–  
47

Absent Student Copymasters, URB 2, p.  
104

#### Present

Warm-up Projectable Transparencias 21

#### Practice

Practice Games, URB 2, p. 42  
Video Activities, URB 2, pp. 63–64

#### Assess

Reteaching Copymasters, URB 2, pp. 18,  
23

Audio Script, URB 2, pp. 78–82  
 Video Script, URB 2, pp. 71–72

<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

## Presentación y práctica de gramática 2, pp. 124–126

### OBJECTIVES

- Present and practice the present progressive.
- Practice pronouncing and stressing the last and next-to-last syllable of words with written accents.
- **Culture:** Compare comic strip characters.

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

### FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 124. Review the present tense conjugation of **estar** with students before introducing the present progressive tense.

### TEACH

- (20 min.) Introduce the present progressive tense, p. 124. Point out to students that the present progressive tense has two parts, a present tense form of **estar** and the participle.
- (5 min.) Pronunciación, p. 125. Go over accentuation rules and have students repeat the words after you.
- (10 min.) Comparación cultural, p. 126.

### PRACTICE AND APPLY

- (5 min.) Do Activity 14 as a class, calling on individual students and writing the sentences on the board.
- (10 min.) Pair students together for Activity 16. As an expansion, have the pairs redo the exercise, substituting other people for **yo**, i.e., “**Mi papá** no quiere contestarlo...”.
- (15 min.) Form groups to create comic strips, Activity 17, p. 126. Try to group students with different abilities together.

**IEP Modification** Break down Activity 14 into three tasks: 1. identify the verb that each photo represents; 2. create participles; 3. conjugate **estar** and form sentences.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 126. Have students practice the present progressive.
- Homework: *Cuaderno*, pp. 79–81; *Cuaderno para hispanohablantes*, pp. 80–83.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Practice Games, URB 2, p. 43 Audio Script, URB 2, pp. 78–82
Absent Student Copymasters, URB 2, p. 105	<b>Assess</b>
	Reteaching Copymasters, URB 2, pp. 19, 20
<b>Present</b>	
Warm-up Projectable Transparencies 22 Grammar Presentation Projectable Transparencies 13	

<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

## Todo junto, pp. 127–129

### OBJECTIVES

- Integrate lesson content.
- Practice using and integrating lesson vocabulary and grammar.

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 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.) Telehistoria completa, p. 127. Have students look at the photos for scene 3. Ask: **¿Qué están haciendo los chicos? ¿Qué está diciendo Tobal?**

### TEACH

- (5 min.) Read the Resumen sections on p. 127 for Telehistoria escenas 1 and 2.
- (5 min.) Go over listening strategy. Show Telehistoria escena 3, Video program, DVD 2.
- (15 min.) Play scenes 1, 2, and 3 all together.

### PRACTICE AND APPLY

- (10 min.) Assign Activities 18 and 19, p. 128.
- (10 min.) Group students together to do Activity 20. If desired, form teams.
- (10 min.) Play the audio TXT CD 3 tracks 19, 20 for students to do Activity 21, p. 129.
- (10 min.) Assign writing Activity 22, p. 129.

**IEP Modification** For ideas and assistance with Activity 20, direct slower-paced or visual learners to p. 29, En resumen, in the Preliminary unit under “Say Where You Go”.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 129. Have students discuss their answers for the activity in groups.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 83.
- Homework: *Cuaderno*, pp. 82–83; *Cuaderno para hispanohablantes*, pp. 84–85.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 2, p. 106</p>	<p><b>Practice</b></p> <p>Learning Scenarios Conversation cards Video Activities, URB 2, pp. 65–66 Practice Games, URB 2, p. 44</p>
<p><b>Present</b></p> <p>Warm-up Projectable Transparencies 22 Audio Script, URB 2, pp. 78–82 Video Script, URB 2, pp. 71–72</p>	<p><b>Assess</b></p> <p>Reteaching Copymasters, URB 2, pp. 19, 21, 24</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

## Lectura/Proyectos culturales, pp. 130–132

### OBJECTIVES

- **Culture:** Practice reading about the Argentinian gaucho and the Colombian coffee grower.
- Compare daily routines.
- **Culture:** Read about gestures and personal space.

### 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.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Lectura, pp. 130–131. Have students describe the photos.
- (5 min.) Proyectos, p. 132. Ask students how they use body language to communicate.

### TEACH

- (5 min.) Lectura, «Vivir de la tierra», pp. 130–131. Play Audio TXT CD 3 Track 21 as students follow along silently.
- (5 min.) Proyectos, p. 132: Los gestos y el espacio personal. Read as a class the paragraphs about personal space and gestures. Demonstrate the gestures shown in the photos.

**IEP Modification** Read the Lectura first before playing the audio. Break down the reading into smaller sections. Go over reading one section at a time, helping with any vocabulary or syntax difficulties.

### PRACTICE AND APPLY

- (10 min.) Lectura, «Vivir de la tierra», pp. 130–131. Ask comprehension questions about the reading. Ask students which of the two jobs they would prefer and why.
- (20 min.) Proyectos, p. 132. Allow students to choose the project that interests them most.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 131. Have students do ¿Comprendiste? orally. Have them work in pairs to do ¿Y tú? To compare their answers.
- (20 min.) Culture Quiz, On-level Assessment, p. 84.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 2, pp. 107–108</p>	<p><b>Practice</b></p> <p>Lecturas para todos, pp. 17–21</p> <p>Lecturas para hispanohablantes</p> <p>Practice Games, URB 2, p. 45</p>
<p><b>Present</b></p> <p>Warm-up Projectable Transparencies 23</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

## En resumen, Repaso de la lección, pp. 133–135

### OBJECTIVES

- Review lesson grammar and vocabulary.
- Apply expressions of frequency to an audio narrative.
- Talk about routines and reflexive verbs

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (10 min.) Do a quick review of the vocabulary and grammar in the En Resumen on p. 133.
- (10 min.) Review the information in the ¡Llegada! box on p. 134.

### TEACH

- (5 min.) Activity 1, p. 134. Play Audio TXT CD 3, track 22 while students write down Diego's routine.

**IEP Modification** Spend extra time reviewing the En resumen. Call on students to use the vocabulary and grammar in complete sentences. Encourage questions.

### PRACTICE AND APPLY

- (20 min.) Assign activities 2–5, pp. 134–135. Encourage students to refer back to the referenced pages for review and to ask questions if they have difficulty.
- (10 min.) Go over answers in class.

### ASSESS AND RETEACH

- Homework: Study En resumen, p. 133; *Cuaderno*, pp. 84–95; *Cuaderno para hispanohablantes*, pp. 86–95.
- (50 min.) Lesson Test, On-level Assessment, pp. 85–91.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Assess</b>
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Review Games Online Lesson Test, Modified Assessment, pp. 59–65
Absent Student Copymasters, URB 2, p. 109	Lesson Test, Pre-AP Assessment, pp. 59– 65 Lesson Test, Heritage Learners Assessment, pp. 65–71
<b>Present</b>	
Warm-up Projectable Transparencies 23 Audio Script, URB 2, pp. 78–82	
<b>Practice</b>	
Practice Games, URB 2, p. 46 Sing-along Songs	

<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

## Comparación cultural, Repaso inclusivo, pp. 136–139

### OBJECTIVES

- Read about amateur athletes in Colombia, Argentina, and Spain.
- Write about a sport you enjoy and an athlete who plays it.
- Cumulative review.

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 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 describe what they see in the three photos on p. 137.

### TEACH

- (10 min.) Comparación Cultural, pp. 136–137. Play Audio program TXT CD 8 Track 23 as students follow along. Then call on students to read the descriptions of the three athletes.
- (5 min.) Comparación cultural. Use the writing strategy to guide students in their own descriptions.
- (10 min.) Repaso Inclusivo, pp. 138–139. Quickly review major grammar points from Units 1 and 2.

**IEP Modification** Allow extra time for review during the Repaso inclusivo. Use flashcards to prompt students.

### PRACTICE AND APPLY

- (15 min.) Comparación Cultural: Assign writing activity. Help students increase their cultural awareness by doing the **Compara con tu mundo** activity.
- (5 min.) Activity 1, p. 138. Play TXT CD 3 Track 24. Go over together as a class.
- (10 min.) Group students together to do Activity 5 in class.

### ASSESS AND RETEACH

- Homework: *Cuaderno*, pp. 96–98; *Cuaderno para hispanohablantes*, pp. 96–98.
- (50 min.) Unit Test, On-level Assessment, pp. 97–103.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Assess</b>
Absent Student Copymasters URB 2, pp. 110–111	Unit Test, Modified Assessment, pp. 71–77
<b>Present</b>	Unit Test, Pre-AP Assessment, pp. 71–77
Audio Script, URB 2, pp. 78–82	Unit Test, Heritage Learners Assessment, pp. 77–83
<b>Practice</b>	Integrated Performance Assessments, pp. 10-18
Family Involvement Activity, URB 2, p. 92	
Situational Transparencies and Copymasters, Projectable Transparencies 14–15, pp. 1–2	

<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