

## Unit and Lesson Opener, Presentación y práctica de vocabulario, pp. 32–38

### OBJECTIVES

- Introduce lesson theme: ¡Vamos de viaje!
- **Culture:** plan a trip to a foreign country.
- Present and practice vocabulary: items needed for travel, airport terms, and language for getting around town.

### 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.

### FOCUS AND MOTIVATE

- (5 min.) Unit 1 Opener, pp. 32–33. Ask students what they could say about Costa Rica just by looking at the photos.

### TEACH

- (5 min.) Unit 1 Opener, pp. 32–33. Read the three picture captions out loud and ask students to summarize them in English.
- (10 min.) Presentación de vocabulario, pp. 36–37, paragraphs A–E. Read the paragraphs.
- (5 min.) Audio Program TXT CD 2, track 1. Listen to Vocabulary Presentation audio. Have students write down at least three cognates they hear.

**IEP Modification** Give students time to deduce the meaning of each vocabulary term that accompanies a picture. If the meaning is not obvious, refer them to the glossary in the appendix.

### PRACTICE AND APPLY

- (10 min.) Lesson 1 Opener, pp. 34–35. Read Comparación cultural. Have students view the photograph and respond to the ¿Qué ves? questions.
- (5 min.) Listen to TXT CD 2 track 2 to do ¡A responder! activity, p. 37.
- (5 min.) Práctica de vocabulario, Activity 1, p. 38. Suggest that students refer to the vocabulary presentation for visual cues of the actions mentioned.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 38. Have students name three things they would need to do before traveling by plane.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 17.
- Homework: *Cuaderno*, pp. 1–3; *Cuaderno para hispanohablantes*, pp. 1–4.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	Video Script, URB 1, pp. 97–98
Family Letter, URB 1, p. 121	Audio Script, URB 1, pp. 103–106
Absent Student Copymasters, URB 1, p. 123	Vocabulary Video, DVD 1
	Fine Art Activities, URB 1, pp. 116, 118
	Fine Art Projectable Transparencies 9, 11
<b>Present</b>	<b>Practice</b>
Warm-up Projectable Transparencies 26,	Video Activities, URB 1, pp. 79–80
Atlas Map, Projectable Transparencies 3	Practice Games, URB 1, p. 59
Map Projectable Transparencies 7	
Map-Culture Activities, URB 1, pp. 111–112	<b>Assess</b>
Vocabulary Projectable Transparencies 12–13,	Reteaching Copymasters, URB 1, pp. 29–30
TPRS, pp. 1–7	Student Book and Workbook Answers, Projectable Transparencies 46–49, 54–61

<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. 39–40

### OBJECTIVES

- Understand and practice using active vocabulary in context.
- Practice using **ver** with people and things.

### TEKS

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

### FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 1, Strategies. Read Cuando lees strategy, p. 39.

### TEACH

- (5 min.) Telehistoria escena 1, p. 39. Direct students' attention to the photo and have them guess what is happening in the scene. Why is Natalia dressed like that?
- (5 min.) Telehistoria escena 1. Have students read the dialog out loud. Ask them whom they think Natalia is talking to as the scene opens.
- (5 min.) Video Program DVD 1, Unit 1. Show the video for scene 1. Have students note the change in setting between the beginning and end of the scene. What accounts for it?
- (10 min.) Nota gramatical, p. 40. Remind students that while they know **a** as “to” or “at”, when acting as the personal **a** it does not have a direct translation.

**IEP Modification** Assist students in taking notes as they read or listen to the Telehistoria to reinforce comprehension of the scene.

### PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 4, p. 40. Listen to TXT CD 2 track 3. Call on students to complete the sentences.
- (10 min.) Activity 5. Demonstrate how the personal **a** follows the same rules for other verbs. Expand the activity by asking students to say they are looking for three things and three individuals in the classroom.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 40. Have students describe in complete sentences things related to the airport and traveling.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 18.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b>                  Student Book and Workbook Answers,                  Projectable Transparencias 46–49,                  54–61                  Absent Student Copymasters, URB 1, p.                  124</p> <p><b>Present</b>                  Warm-up Projectable Transparencias                  26,                  Audio Script, URB 1, pp. 103–106                  Video Script, URB 1, pp. 97–98</p>	<p><b>Practice</b>                  Video Activities, URB 1, pp. 81–82                  Practice Games, URB 1, p. 60</p> <p><b>Assess</b>                  Reteaching Copymasters, URB 1, pp. 29,                  31</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. 41–43

### OBJECTIVES

- Review direct object pronouns and their use.
- Practice using direct object pronouns to describe travel plans and trips.
- **Culture:** Costarrican artist Adrián Gómez.

### 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.

### FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 41. Read the English Grammar Connection out loud to clarify what a direct object is.

### TEACH

- (15 min.) Presentación de gramática, p. 41. Refer students to page R23 in the appendix to compare and contrast direct object pronouns to subject pronouns.
- (5 min.) Presentación de gramática. Students learned to use the personal **a** when the direct object is a person. Explain that when stating the direct object pronoun for that person, you do *not* use a personal **a**: “La veo,” not “A la veo.”
- (10 min.) Comparación cultural, p. 42. Discuss the questions posed in *Compara con tu mundo*.

**IEP Modification** Write more examples of direct object pronoun usage on the board, using the same color coding presented in the grammar box on page 41.

### PRACTICE AND APPLY

- (10 min.) Práctica de gramática, pp. 42–43. Choose Act. 6 or Act. 8 to offer paired practice.
- (10 min.) Práctica de gramática, Activity 7, p. 42. Allow students to exchange their work with a classmate for peer assessment.
- (5 min.) Práctica de gramática, Activity 9, p. 43. Before speaking, suggest that students jot down the direct object pronouns they will use for each item in the word bank.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 43. Have students answer questions with direct object pronouns.
- Homework: *Cuaderno*, pp. 4–6; *Cuaderno para hispanohablantes*, pp. 5–7.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b> Student Book and Workbook Answers, Projectable Transparencies 46–49, 54–61 Absent Student Copymasters, URB 1, p. 125	Audio Script, URB 1, pp. 103–106 Fine Art Activities, URB 1, p. 115 Fine Art Projectable Transparencies 8
<b>Present</b> Warm-up Projectable Transparencies 27 Grammar Presentation Projectable Transparencies 16	<b>Practice</b> Practice Games, URB 1, p. 61  <b>Assess</b> Reteaching Copymasters, URB 1, pp. 32, 33, 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

## Gramática en contexto, pp. 44–45

### OBJECTIVES

- Practice direct object pronouns in context.
- Recycle daily activity vocabulary, p. 10.
- Compare pronunciation of the Spanish **I** and **II**.

### 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

- (2 min.) Telehistoria escena 2, Strategies, p. 44. Read the Cuando escuchas strategy.

### TEACH

- (5 min.) Audio Program TXT CD 2 track 4. Listen to the audio for scene 2 and ask students to follow along in their books. Have them write any cognates they hear.
- (5 min.) También se dice, p. 44. Lead a brief discussion about the variations of **traje de baño**, asking students why they think there are so many. Ask if the same is true in English.
- (5 min.) Pronunciación, p. 45. Listen to TXT CD 2 track 5 to distinguish the pronunciation of these two sounds. Call on random students to repeat what they hear.

### PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 10, p. 45. Listen to TXT CD 2 track 4 again and encourage students to note when the audio corresponds to each question. Then call on students to answer the questions out loud.
- (5 min.) Activity 11. Refer students to page 10 to review vocabulary for daily activities.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 45. Have students answer questions with the correct direct object pronoun.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 19.

**IEP Modification** Allow students to use an open book when taking Grammar Quiz 1.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 46–49, 54– 61	Practice Games, URB 1, p. 62 Video Activities, URB 1, pp. 83–84
Absent Student Copymasters, URB 1, p. 126	<b>Assess</b> Reteaching Copymasters, URB 1, pp. 32, 34, 40
<b>Present</b>	
Warm-up Projectable Transparencies 27 Audio Script, URB 1, pp. 103–106 Video Script, URB 1, pp. 97–98	

<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. 46–48

### OBJECTIVES

- Present indirect object pronouns.
- Practice using indirect object pronouns.
- **Culture:** nature in Costa Rica.

### 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.

### FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 46. Read the English Grammar Connection out loud to clarify what an indirect object is.

### TEACH

- (15 min.) Presentación de gramática, p. 46. Have students turn back to page 41 and compare the two charts to show the similarities and differences between indirect object pronouns and direct object pronouns.
- (5 min.) Presentación de gramática. Write more examples of the use of redundant indirect object pronouns on the board.

**IEP Modification** Help students remember indirect object pronouns with a rhyming mnemonic device: “**Me, te, le, nos, os, les** / put them in their proper place. / To say “to whom”, make some room, / Use them always, learn them soon.”

### PRACTICE AND APPLY

- (5 min.) Práctica de gramática, pp. 47–48. Choose Act. 12 or Act. 15 for students to practice use of indirect object pronouns.
- (5 min.) Activity 13, p. 47. Listen to TXT CD 2 track 6 to have students complete the activity.
- (10 min.) Activity 16, p. 48. Read the Comparación cultural as a class before pairing students to do the activity.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 48. Have students use indirect object pronouns to complete sentences.
- Homework: *Cuaderno*, pp. 7–9; *Cuaderno para hispanohablantes*, pp. 8–11.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 46–49, 54– 61	Practice Games, URB 1, p. 63 Audio Script, URB 1, pp. 103–106
Absent Student Copymasters, URB 1, p. 127	<b>Assess</b> Reteaching Copymasters, pp. 35–36
<b>Present</b>	
Warm-up Projectable Transparencies 28 Grammar Presentation Projectable Transparencies 17	

<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. 49–51

### OBJECTIVES

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

### TEKS

- 1E interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.
- 1F interact and react in writing using culturally appropriate expressions, register, and style.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

### FOCUS AND MOTIVATE

- (5 min.) Telehistoria completa, p. 49. Read the Resúmenes of scenes 1 and 2 as a class to review the storyline.

### TEACH

- (15 min.) Video Program DVD 1, Unit 1. Show Telehistoria scenes 1 and 2 as a review before showing scene 3. Urge students to listen for ironic statements and who makes them.
- (15 min.) Audio Program TXT CD 2 tracks 14 and 16. Play Telehistoria scenes 1 and 2 as a review before listening to scene 3 (TXT CD 2 track 18).

### PRACTICE AND APPLY

- (10 min.) Comprensión de los episodios, p. 50. Listen to TXT CD 2 tracks 14, 16, and 18 to do Activities 17–18.
- (10 min.) Activity 19. Remind whomever plays the traveller to use direct object pronouns and indirect object pronouns when possible in their responses to the travel agent.
- (10 min.) Activity 20, p. 51. Have students read the itinerary and listen to the phone message on TXT CD 2 tracks 8 and 9 to explain what they must do on the day of the trip.

**IEP Modification** Allow students to choose either Fuente 1 (reading) or Fuente 2 (listening) and to write their response instead of speaking it.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 51. Have students write sentences about air travel.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 20.
- Homework: *Cuaderno*, pp. 10–11; *Cuaderno para hispanohablantes*, pp. 12–13.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 46–49, 54– 61 Absent Student Copymasters, URB 1, p. 128</p> <p><b>Present</b></p> <p>Warm-up Projectable Transparencies 28 Audio Script, URB 1, pp. 103–106 Video Script, URB 1, pp. 97–98</p>	<p><b>Practice</b></p> <p>Learning Scenarios Conversation cards Video activities, URB 1, pp. 85–86 Practice Games, URB 1, pp. 64</p> <p><b>Assess</b></p> <p>Reteaching Copymasters, URB 1, pp. 35, 37</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. 52–54

### OBJECTIVES

- Read about an eco-adventure park in Costa Rica.
- Discuss the activities offered there, compare to other parks.
- Learn about the Pacuare River in Costa Rica.

### 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.
- 2C infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Lectura, pp. 52–53. Have students scan the brochure and guess what Buru Ri Ri is based on the pictures and headings.

### TEACH

- (10 min.) Lectura, pp. 52–53. Use the reading strategy to assist students in their comprehension of the brochure's content. Listen to TXT CD 2 track 10 for audio of the reading.
- (5 min.) Conexiones, p. 54. Have students look at the map, and ask them why they think the river flows north and east.

### PRACTICE AND APPLY

- (10 min.) Lectura, pp. 52–53. Ask students to read or listen to audio for the brochure. Then have them choose a tour for their family, state who would like to do which activities, and determine how much it would cost.
- (30 min.) Conexiones, p. 54. Divide students into three subgroups, with each group assigned to one of the Proyectos. Then have them share their projects as a class.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 53. Have students answer the questions.
- (20 min.) Culture Quiz, On-level Assessment, p. 21.

**IEP Modification** When giving the culture quiz, allow students to use their books. Refer them to pages 33, 42, and 48.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 46–49, 54– 61</p> <p>Absent Student Copymasters, URB 1, p. 129</p>	<p><b>Practice</b></p> <p>Lecturas para todos, pp. 2–6</p> <p>Lecturas para hispanohablantes Practice Games, URB 1, p. 65</p>
<p><b>Present</b></p> <p>Warm-up Projectable Transparencies 29</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. 55–57

### OBJECTIVES

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

### FOCUS AND MOTIVATE

- (10 min.) En resumen, p. 55. Review all vocabulary terms and grammar items.

### 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. 56–57. To review object pronouns, state the subject pronouns randomly and have students respond with the correct direct object pronoun. Repeat for indirect object pronouns.

**IEP Modification** Instruct students to go through the vocabulary terms on the En resumen page and identify the words they remember or recognize. For those words they don't know the meanings of, have them make flash cards. Encourage them to quiz themselves for better retention.

### PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 56. Listen to TXT CD 2 track 11 while they do Activity 1.
- (20 min.) Complete activities 2–5, pp. 56–57.

### ASSESS AND RETEACH

- Homework: Study En resumen, p. 55; *Cuaderno*, pp. 12–23; *Cuaderno para hispanohablantes*, pp. 14–23.
- (50 min.) Lesson Test, On-level Assessment, pp. 22–28.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 46–49, 54– 6	Practice Games, URB 1, p. 66 Sing-along Songs
Absent Student Copymasters, URB 1, p. 130	<b>Assess</b>
<b>Present</b>	Review Games Online
Warm-up Projectable Transparencies 29	Lesson Test, Modified Assessment, pp. 11–17
Audio Script, URB 1, pp. 103–106	Lesson Test, Pre-AP Assessment, pp. 11–17
	Lesson Test, Heritage Learners Assessment, pp. 17–23

<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. 58–62

### OBJECTIVES

- Introduce lesson theme: **Cuéntame de tus vacaciones.**
- Present and practice vocabulary to describe vacation activities and lodging.
- Talk about solutions to problems while on vacation.

### 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.

### FOCUS AND MOTIVATE

- (5 min.) Presentación de vocabulario, pp. 60–61. Have students guess what the six photos that accompany paragraphs B and C represent.

### TEACH

- (10 min.) Presentación de vocabulario, pp. 60–61, paragraphs A–F. Read the paragraphs.
- (5 min.) Video Program DVD 1, Unit 1. View Vocabulary Presentation video. Pause after every paragraph and ask students to use context to guess the meaning of new vocabulary terms.

### PRACTICE AND APPLY

- (10 min.) Lesson Opener, pp. 58–59. Have students view the photograph and respond to the ¿Qué ves? questions.
- (5 min.) Listen to TXT CD 2 track 13 to do ¡A responder! activity, p. 61.
- (5 min.) Práctica de vocabulario, p. 62, Activity 1. Allow students to exchange their work with a classmate for peer assessment.
- (5 min.) Activity 2. If students say they do not like to do something, encourage them to explain why.

**IEP Modification** Before students speak for Activity 2, give them time to match the photos to their equivalents in the vocabulary presentation and write down the terms.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 62. Have students answer the questions in the activity.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 34.
- Homework: *Cuaderno*, pp. 24–26; *Cuaderno para hispanohablantes*, pp. 24–27.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Absent Student Copymasters, URB 1, p. 131	Video Activities, URB 1, pp. 87–88 Practice Games, URB 1, p. 67
<b>Present</b>	<b>Assess</b>
Warm-up Projectable Transparencies 30, Vocabulary Projectable Transparencies 14–15 TPRS, pp. 8–14 Video Script, URB 1, pp. 99–100 Audio Script, URB 1, pp. 107–110 Vocabulary Video, DVD 1	Reteaching Copymasters, URB 1, pp. 41, 42 Student Book and Workbook Answers, Projectable Transparencies 50–53, 62–69

<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. 63–64

### OBJECTIVES

- Understand vocabulary related to discussing what to do and where to go.
- Practice using vocabulary in context.
- **Recycle:** interrogative words, p. R3.

### TEKS

- 1D articulate requests, offer alternatives, and develop plans 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.

### FOCUS AND MOTIVATE

- (5 min.) Telehistoria escena 1 p. 63. Direct students' attention to the photo and have them guess what the mother is saying to her kids.

### TEACH

- (5 min.) Telehistoria escena 1, p. 63. Have students read the dialog out loud for correct pronunciation and intonation.
- (5 min.) Video Program DVD 1, Unit 1. Show the video for scene 1. Have students watch for Alejandro's change in feelings from the beginning to the end of the scene. What accounts for the change?
- (10 min.) Nota gramatical, p. 64. Present each of the interrogative words, giving the context in which each is used. Focus especially on those that must agree in number and gender with the subject.

**IEP Modification** Write five of the interrogative words on the board in one column, and five other words that would logically follow them in another column. Have students match the words, then help them form interrogative sentences with the paired words.

### PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 3, p. 64. Play TXT CD 2 track 14 to identify the activities the mother mentions.
- (5 min.) Activity 4, p. 64. Assign this activity in pairs and then ask for volunteers to act out the completed dialog in front of the class.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 64. Have students complete the questions.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 35.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 50–53, 62–69</p> <p>Absent Student Copymasters, URB 1, p. 132</p> <p><b>Present</b></p> <p>Warm-up Projectable Transparencies 30</p> <p>Audio Script, URB 1, pp. 107–110</p> <p>Video Script, URB 1, pp. 99–100</p>	<p><b>Practice</b></p> <p>Video Activities, URB 1, pp. 89–90</p> <p>Practice Games, URB 1, p. 68</p> <p><b>Assess</b></p> <p>Reteaching Copymasters, URB 1, pp. 65, 67</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. 65–67

### OBJECTIVES

- Present teach how to form the preterite of regular **-ar** verbs.
- Talk about activities in the past.
- **Recycle:** Art from Costa Rica.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1F interact and react in writing using culturally appropriate expressions, register, and style.
- 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. 65. Have students orally recite the past tense of some English verbs in different persons, noting the similarities in form.

### TEACH

- (15 min.) Presentación de gramática, p. 65. Present the different preterite endings for regular **-ar** verbs. Give other examples on the board, writing the verbs stems and calling on students to write the endings.
- (10 min.) Comparación cultural, p. 66. Before students do the *Compara con tu mundo*, provide them with some **-ar** verbs and have them say what they did this morning before school.
- (5 min.) Pronunciación, p. 67. Listen to TXT CD 2 track 15 and encourage students to repeat the examples they hear. Point out that a few English words begin with a silent *h*, such as *honor* and *hour*.

### PRACTICE AND APPLY

- (5 min.) Práctica de gramática, p. 66. Choose either Activity 5 or 6 for controlled practice of the preterite of **-ar** verbs.
- (10 min.) Práctica de gramática, Activity 8, p. 67. Reverse Paso 2 with you in the role of the interviewer, and ask the questions to each group: “¿Ustedes viajaron a otro país?”

**IEP Modification** Allow students to conduct the interview in Activity 8 with you one-on-one. Guide them through the questions and assess the correct use of the preterite.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 67. Have students answer questions about their summer.
- Homework: *Cuaderno*, pp. 27–29; *Cuaderno para hispanohablantes*, pp. 28–30.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	Audio Script, URB 1, pp. 107–110
Student Book and Workbook Answers, Projectable Transparencies 50–53, 62–69	Fine Art Activities, URB 1, p. 117
Absent Student Copymasters, URB 1, p. 133	Fine Art Projectable Transparencies 10
	<b>Practice</b>
	Practice Games, URB 1, p. 69
<b>Present</b>	<b>Assess</b>
Warm-up Projectable Transparencies 31	Reteaching Copymasters, URB 1, pp. 44–45
Grammar Presentation Projectable Transparencies 18	

<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. 68–69

### OBJECTIVES

- Practice the preterite tense with regular **-ar** verbs.
- Practice talking about past activities in and out of school

### 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

- (2 min.) Telehistoria escena 2, p. 68. Read the Cuando lees strategy.

### TEACH

- (5 min.) Telehistoria escena 2, p. 68. Have students read the dialog out loud. Ask them why they think Natalia says nothing in this scene.
- (5 min.) Audio Program TXT CD 2, track 16. Listen to audio for scene 2. Have students compare how Alejandro feels at the end of scene 1 to how he feels at the end of this scene.

### PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 9, p. 69. Listen to TXT CD 2 track 16 to correct the errors.
- (5 min.) Activity 10, p. 69. In students' summaries, have them include what they themselves bought for lunch yesterday.
- (5 min.) Activity 11. Remind students that they need to include the qualifiers **la semana pasada**, **el mes pasado**, or **el año pasado** to provide the context of the past, since the **nosotros** form is the same in the present and the preterite.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 69. Have students complete sentences with the correct form of the preterite.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 36

**IEP Modification** Offer an alternative self-assessment that focuses on recognition of the preterite form. Provide several **-ar** verbs with various preterite endings, and have students match them to the correct subject or subject pronoun.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 50–53, 62–69	Practice Games, URB 1, p. 70 Video Activities, URB 1, pp. 91–92
Absent Student Copymasters, URB 1, p. 134	<b>Assess</b> Reteaching Copymasters, URB 1, pp. 44, 46
<b>Present</b>	
Warm-up Projectable Transparencies 31 Audio Script, URB 1, pp. 107–110 Video Script, URB 1, pp. 99–100	

<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. 70–72

### OBJECTIVES

- Teach and practice how to use **ir**, **ser**, **hacer**, **ver**, and **dar** in the preterite.
- Recycle: days of the week, p. R13; parties, p. R13.
- **Culture**: Learn about national parks.

### 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.) Presentación de gramática, p. 70. Compare the preterite conjugation of **dar** with that of **visitar** on p. 65 to contrast irregular and regular **-ar** verbs.

### TEACH

- (15 min.) Presentación de gramática, p. 70. On the board, write sample sentences using the preterite forms of **ser** and **ir** to show how context helps determine which verb is meant.
- (10 min.) Presentación de gramática, p. 70. Create flashcards to help students memorize the irregular preterite forms. Write the subject pronoun and infinitive on one side (**yo / hacer**) and the correct conjugation on the other (**hice**).

**IEP Modification** Lend your flashcards to students for them to copy and make their own set. Encourage them to use these didactics to study at home and prepare for tests.

### PRACTICE AND APPLY

- (10 min.) Práctica de gramática, p. 71. Choose either Activity 12 or 13 for controlled practice of irregular verbs in the preterite.
- (10 min.) Activity 14. Listen to TXT CD 2 track 17 for students to answer questions about Arturo's vacation.
- (10 min.) Activity 15, p. 72. After students do the activity in groups, ask a volunteer from each one to write their sentences on the board. See how many variations the class came up with.
- (10 min.) Activity 16, Comparación cultural. Ask students who have been to a U.S. national park to say what they did there.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 72. Ask students to give the correct verb form in the preterite.
- Homework: *Cuaderno*, pp. 30–32; *Cuaderno para hispanohablantes*, pp. 31–34.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Practice</b>
Student Book and Workbook Answers, Projectable Transparencies 50–53, 62– 69	Practice Games, URB 1, p. 71 Audio Script, URB 1, pp. 107–110
Absent Student Copymasters, URB 1, p. 135	<b>Assess</b> Reteaching Copymasters, pp. 47, 48, 51, 52
<b>Present</b>	
Warm-up Projectable Transparencies 32 Grammar Presentation Projectable Transparencies 19	

<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. 73–75

### OBJECTIVES

- Integrate lesson content.
- Practice using grammar and vocabulary in context.
- Practice bargaining for things in a store.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1D articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.
- 1F interact and react in writing using culturally appropriate expressions, register, and style.
- 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.) Telehistoria completa, p. 73. Read the Resumen sections for scenes 1 and 2 to review the storyline.

### TEACH

- (10 min.) Telehistoria escena 3, p. 73. Ask for four volunteers to play the roles of Natalia, Alejandro, Gaby, and Marco. Have them read their parts with emotions appropriate to the situation.
- (15 min.) Video Program DVD 1, Unit 1. Show Telehistoria scene 3. Then show all three scenes consecutively. Ask students to share what kind of person each of the characters is, and then to support their opinions with examples from the story.

### PRACTICE AND APPLY

- (10 min.) Comprensión de los episodios, p. 74. Listen to TXT CD 2 tracks 14, 16, and 18 to do Activities 17–18. Have students exchange their answers with a classmate to assess comprehension.
- (10 min.) Activity 19, p. 74. Have students read the direction line first to familiarize themselves with the speaking task. Then move on to the strategy as a suggestion for their approach.
- (10 min.) Activity 20, p. 75. Have students read Tati's e-mail, then listen to Josué's message on TXT CD 2 track 20.

**IEP Modification** Modify Activity 20 by having students identify all the preterite verbs in the reading for Fuente 1 and the audio for Fuente 2. Give them ample time to read and listen as they write the verbs in their notebooks.

**ASSESS AND RETEACH**

- (5 min.) Para y piensa, p. 75. Have students write sentences about activities they did during their last vacation.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 37.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 50–53, 62–69</p> <p>Absent Student Copymasters, URB 1, p. 136</p> <p><b>Present</b></p> <p>Warm-up Projectable Transparencies 32</p> <p>Audio Script, URB 1, pp. 107–110</p> <p>Video Script, URB 1, pp. 99–100</p>	<p><b>Practice</b></p> <p>Learning Scenarios</p> <p>Conversation cards</p> <p>Video Activities, URB 1, pp. 93–94</p> <p>Practice Games, URB 1, p. 72</p> <p><b>Assess</b></p> <p>Reteaching Copymasters, URB 1, pp. 47, 49</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. 76–78

### OBJECTIVES

- Read about the climate and geography in Costa Rica and Chile.
- Discuss how climate and geography influence vacation activities.
- Learn about typical drinks in Costa Rica and Chile.

### 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.
- 2C infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### FOCUS AND MOTIVATE

- (5 min.) Lectura cultural pp. 76–77. Refer students to the world map on page xxviii and have them locate Costa Rica and Chile. They should consider this geography as they read.

### TEACH

- (10 min.) Lectura cultural, pp. 76–77. Request volunteers to read out loud. Assess comprehension orally by asking questions about the reading.
- (5 min.) Proyectos culturales, p. 78. Read the essential question that begins the Proyecto out loud. Then have students guess the answer only by looking at the photos of the two drinks.

### PRACTICE AND APPLY

- (10 min.) Lectura cultural, pp. 76–77. Have students note all of the vacation activities mentioned in this writing. Then ask them to come up with a sentence stating that one or more people did each activity on their vacation: “Diego fue de vacaciones en (Costa Rica / Chile) y...”.
- (30 min.) Proyectos culturales, p. 78. Take a class vote to decide which of these two drinks you will make in class. Gather the ingredients of the winner and form three groups: two to make the drink and a third to judge the best concoction.

**IEP Modification** When giving the culture quiz, allow students to use their books. Refer them to pages 33, 66, and 72.

### ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 77. Have students answer ¿Comprendiste? questions. Group students to do ¿Y tú?
- (20 min.) Culture Quiz, On-level Assessment, p. 38.

<b>OPTIONAL RESOURCES</b>	
<p><b>Plan</b></p> <p>Student Book and Workbook Answers, Projectable Transparencies 50–53, 62–69</p> <p>Absent Student Copymasters, URB 1, pp. 137–138</p>	<p><b>Practice</b></p> <p>Lecturas para todos, pp. 7–11</p> <p>Lecturas para hispanohablantes Practice Games, URB 1, p. 73</p>
<p><b>Present</b></p> <p>Warm-up Projectable Transparencies 33</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. 79–81

### OBJECTIVES

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

### FOCUS AND MOTIVATE

- (10 min.) En resumen, p. 79. Review all vocabulary terms and grammar items.

### TEACH

- (10 min.) En resumen, p. 79. Assess which vocabulary terms need more practice and encourage students to form sentences with each.
- (10 min.) Repaso de la lección, pp. 80–81. To review the preterite endings of regular -**ar** verbs and irregular preterite forms of **ir**, **ser**, **hacer**, **ver**, and **dar**, have students fill in verb charts on the board.

### PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 80. Listen to TXT CD 2 track 22 while students do Activity 1.
- (25 min.) Instruct students to complete Activities 2–5, pp. 80–81. Have them keep track of how often they need to refer to the lesson to do the activities.

**IEP Modification** Pair students with others who have demonstrated more mastery of the lesson objectives. Assign half of the items in Activities 2, 3, 4 to be done in pairs and half to be done on their own. Review all activities in class.

### ASSESS AND RETEACH

- Homework: Study En resumen, p. 79; *Cuaderno*, pp. 35–46; *Cuaderno para hispanohablantes*, pp. 37–46.
- (50 min.) Lesson Test, On-level Assessment, pp. 39–45.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b>	<b>Assess</b>
Student Book and Workbook Answers, Projectable Transparencies 50–53, 62–69 Absent Student Copymasters, URB 1, p. 139–141	Review Games Online Lesson Test, Modified Assessment pp. 23–29 Lesson Test, Pre-AP Assessment pp. 23– 29 Lesson Test, Heritage Language Learners Assessment pp. 29–35
<b>Present</b>	
Warm-up Projectable Transparencies 33, Audio Script, URB 1, pp. 107–110	
<b>Practice</b>	
Practice Games, URB 1, p. 74 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. 82–85

### OBJECTIVES

- Read and write about vacations around the world.
- Compare your vacation with Laura’s, Luca’s, and Francisco’s vacations.
- Cumulative review.

### TEKS

- 1A ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.
- 1C ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation.
- 1F interact and react in writing using culturally appropriate expressions, register, and style.
- 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.) Using the chart on p. 82, ask a question for each language category.

### TEACH

- (10 min.) Comparación cultural, p. 83. Call on students to read the descriptions of Laura, Lucas, and Francisco. Encourage them to note similarities between the three in language and theme.
- (5 min.) Audio Program TXT CD 2 track 23. Listen to Laura, Lucas, and Francisco talk about the vacations they took.
- (20 min.) Comparación cultural, p. 82. Use the writing strategy to guide students in the descriptions of their own vacations.
- (10 min.) Repaso inclusivo, pp. 84–85. Review the En resumen pages in Unit 1 to prepare students for Activities 1–7.

### PRACTICE AND APPLY

- (10 min.) Comparación cultural, p. 82. Students write their descriptions. Afterward, help them increase their cultural awareness by doing the *Compara con tu mundo* activity.
- (5 min.) Repaso inclusivo, p. 84. Play TXT CD 2 track 24 to complete Activity 1.
- (40 min.) Repaso inclusivo, pp. 84–85. Complete Activities 2–7.

### ASSESS AND RETEACH

- Homework: *Cuaderno*, pp. 47–49; *Cuaderno para hispanohablantes*, pp. 47–49.
- (50 min.) Unit Test, On-level Assessment, pp. 51–57.

<b>OPTIONAL RESOURCES</b>	
<b>Plan</b> Absent Student Copymasters, URB 1, pp. 140–141	<b>Assess</b> Unit Test, Modified Assessment pp. 35–41 Unit Test, Pre-AP Assessment pp. 35–41
<b>Present</b> Audio Script, URB 1, pp. 107–110	Unit Test, Heritage Language Learners Assessment pp. 41–47
<b>Practice</b> Family Involvement Activity, URB 1, p. 122 Situational Projectable Transparencies and Copymasters, Projectable Transparencies 14–15, pp. 1–2	Integrated Performance Assessments, pp. 1-9

<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