

Unit and Lesson Opener, Presentación y práctica de vocabulario, pp. 140–146

OBJECTIVES

- Introduce lesson theme: **¿Cómo queda?**
- Present and practice vocabulary: clothing items, colors, design, and fit, store types, and shopping.
- Say how something fits; express opinions.

TEKS

- 1B express and exchange personal opinions or preferences with simple supporting statements 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.
- 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.) Introduce students to the culture of Puerto Rico and the lesson theme of shopping and expressing opinions, pp. 140–143.

TEACH

- (10 min.) Presentación de vocabulario, pp. 144–145, paragraphs A–E. Read the paragraphs.
- (5 min.) Video Program DVD 1, Unit 3. Show the Vocabulary Presentation video.

IEP Modification Point to articles of clothing in the room and have students identify and describe them with details.

PRACTICE AND APPLY

- (10 min.) Lesson 1 Opener, pp. 142–143. Read *Comparación cultural*. Have students view the photographs and respond to the *¿Qué ves?* questions.
- (5 min.) Play TXT CD 4 track 2 to do *¡A responder!* activity, p. 145.

ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 146. Have students practice vocabulary about clothes and shopping.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 109.
- Homework: *Cuaderno*, pp. 99–101; *Cuaderno para hispanohablantes*, pp. 99–102.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Family Letter, URB 3, p. 92 Absent Student Copymasters, URB 3, p. 94</p> <p>Present</p> <p>Warm-up Projectable Transparencies 16 Atlas Map, Projectable Transparencies 4 Map Projectable Transparencies 7 Map-Culture Activities, URB 3, pp. 84–85 Vocabulary Projectable Transparencies 6–7</p>	<p>TPRS, pp. 29–35 Video Script, URB 3, pp. 68–69 Audio Script, URB 3, pp. 72–77 Vocabulary Video, DVD 1 Fine Art Activities, URB 3, pp. 88, 90 Fine Art Projectable Transparencies 3, 5</p> <p>Practice</p> <p>Video Activities, URB 3, pp. 50–51 Practice Games, URB 3, p. 30</p> <p>Assess</p> <p>Reteaching Copymasters, URB 3, pp. 1–2 Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 147–148

OBJECTIVES

- Understand and practice vocabulary in context.
- Review **gustar** and learn new verbs similar to **gustar**.
- Practice using **encantar**, **interesar**, **importar**, **quedar**.

TEKS

- 1B express and exchange personal opinions or preferences with simple supporting statements 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.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 1, p. 147. Read the Cuando lees strategy.

TEACH

- (5 min.) Telehistoria escena 1, p. 147. Direct students' attention to the photo and have them guess what is happening in the scene.
- (10 min.) Nota gramatical, p. 148. Recycle: Review **gustar**, p. 12.

IEP Modification List the pronouns that students will use with **encantar**, **interesar**, **importar**, and **quedar**.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 3, p. 360. Play TXT CD 4 track 3. Call on students to give the answers.
- (10 min.) Activity 5, p. 148. Remind students that the ending of the verb depends on whether the word(s) after the verb is a plural or singular noun, or a verb.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 148. Have students complete the sentences in the activity.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 110.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Video Activities, URB 3, pp. 52–53 Practice Games, URB 3, p. 31
Absent Student Copymasters, URB 3, p. 95	Assess Reteaching Copymasters, URB 3, pp. 1, 3
Present	
Warm-up Projectable Transparencies 16 Audio Script, URB 3, pp. 72–77 Video Script, URB 3, pp. 68–69	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 149–151

OBJECTIVES

- Review and practice the present tense of irregular **yo** verbs.
- **Recycle:** clothing, p. R6.
- **Culture:** art that documents historic events.

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.
- 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. 149. Introduce the present tense of irregular **yo** verbs.

TEACH

- (10 min.) Presentación de gramática, p. 149. Give the **nosotros** form and have students give the **yo** form.
- (10 min.) Comparación cultural, p. 150. Have students give a brief description of the painting.

PRACTICE AND APPLY

- (10 min.) Activity 6, p. 150. Recycle: Review clothing, p. R6.
- (5 min.) Activity 7, p. 150. Play TXT CD 4, track 4.
- (10 min.) Activity 9, p. 151. Pair students and have them ask and answer questions. Have them write two more questions to ask another pair.

IEP Modification Be sure to use the blackboard frequently. Write out the conjugations and difficult vocabulary words.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 151. Have students practice the irregular **yo** forms of some present-tense verbs.
- Homework: *Cuaderno*, pp. 102–104; *Cuaderno para hispanohablantes*, pp. 103–105.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Practice Games, URB 3, p. 32
Absent Student Copymasters, URB 3, p. 96	Assess
	Reteaching Copymasters, URB 3, pp. 4–5
Present	
Warm-up Projectable Transparencies 17	
Grammar Presentation Projectable Transparencies 10	
Audio Script, URB 3, pp. 72–77	
Fine Art Activities, URB 3, p. 87	
Fine Art Projectable Transparencies 2	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 152–153

OBJECTIVES

- Practice using verbs with irregular **yo** forms 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

- (2 min.) Telehistoria escena 2, p. 152. Read the Cuando escuchas strategy.

TEACH

- (5 min.) Telehistoria escena 2, p. 152. Video Program DVD 1, Unit 3. Show the video for scene 2.
- (5 min.) Telehistoria escena 2, p. 152. Have students read the dialogue aloud for correct pronunciation and intonation.

IEP Modification Ask students to point out each irregular **yo** form verb in the dialogue.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 10, p. 153. Play TXT CD 4, track 5. Call on students to give the answers.
- (10 min.) Activity 11, p. 365. Recycle: Review expressions of frequency, p. R8.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 153. Have students complete sentences using **poner**, **traer**, **dar**, and **conocer**.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 111.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencias 24–27, 32–
39

Absent Student Copymasters, URB 3, p.
97

Present

Warm-up Projectable Transparencias 17
Audio Script, URB 3, pp. 72–77
Video Script, URB 3, pp. 68–69

Practice

Practice Games, URB 3, p. 33
Video Activities, URB 3, pp. 54–55

Assess

Reteaching Copymasters, URB 3, p. 6

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 154–156

OBJECTIVES

- Present and practice pronouns that follow prepositions.
- Pronunciation: Diphthongs
- Compare a shopping mall in Puerto Rico with shopping malls in the U.S.

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

- (10 min.) Presentación de gramática, p. 154. Introduce pronouns after prepositions. Review English and Spanish prepositions, and write Spanish prepositions on the board.

TEACH

- (15 min.) Presentación de gramática, p. 154. To reinforce **conmigo/contigo**, ask students: ¿Quieres venir conmigo a un concierto? ¿Vas conmigo a un restaurante puertorriqueño?
- (5 min.) Pronunciación, p. 155. Play TXT CD 4, track 6.
- (10 min.) Comparación cultural, p. 156.

PRACTICE AND APPLY

- (5 min.) Pronunciación, p. 155. Have students give words they know that have different vowel combinations. Ask them whether those vowel combinations are diphthongs.
- (15 min.) Assign Activities 13–15 to practice vocabulary and pronouns after prepositions.

IEP Modification Practice using the correct pronoun when responding to a question. **¿Ese regalo es para nosotros? Sí, es para ustedes.**

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 156. Have students practice pronouns that follow prepositions.
- Homework: *Cuaderno*, pp. 105–107; *Cuaderno para hispanohablantes*, pp. 106–109.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Practice Games, URB 3, p. 34 Audio Script, URB 3, pp. 72–77
Absent Student Copymasters, URB 3, p. 98	Assess
	Reteaching Copymasters, URB 3, pp. 7–8
Present	
Warm-up Projectable Transparencies 18 Grammar Presentation Projectable Transparencies 11	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 157–159

OBJECTIVES

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

TEKS

- 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.
- 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.) Todo junto, p. 157. Do the reading or listening strategies prior to reading the dialogue, listening to the audio CD, or watching the DVD.

TEACH

- (15 min.) Telehistoria escena 3, p. 157. Video Program DVD 1, Unit 3. Show Telehistoria scenes 1 and 2 as a review before showing scene 3.
- (5 min.) Have students read the dialogues aloud for correct pronunciation and intonation.

IEP Modification Ask students to write a summary of scene 3. Use the summaries of scenes 1 and 2 as examples.

PRACTICE AND APPLY

- (10 min.) Comprensión de los episodios, p. 158. Play TXT CD 4 tracks 3, 5, and 7 to do Activities 17 and 18.
- (30 min.) Activities 20 and 21, p. 159. Practice using reading, writing, listening, and speaking skills.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 159. Have students do the activity and compare their answers.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 112.
- Homework: *Cuaderno*, pp. 108–109; *Cuaderno para hispanohablantes*, pp. 110–111.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Learning Scenarios Conversation cards Video Activities, URB 3, pp. 56–57 Practice Games, URB 3, p. 35
Absent Student Copymasters, URB 3, p. 99	Assess
Present	Reteaching Copymasters, URB 3, pp. 7, 9
Warm-up Projectable Transparencies 18 Audio Script, URB 3, pp. 72–77 Video Script, URB 3, pp. 68–70	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 160–162

OBJECTIVES

- Read a magazine article about ways to organize your closet.
- Read about the indigenous Taíno people of the Caribbean at the time of Columbus's discovery.
- Compare the clothing of the Taíno to that of the Spanish.

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, Revista de modo, pp. 160–161. Have students read the Leer strategy before reading or listening to the Lectura.

TEACH

- (10 min.) Lectura, Revista de modo, pp. 160–161. Ask students to take turns reading the steps aloud. Also, call on students to describe the labeled clothing.
- (5 min.) Conexiones, p. 162. Say a number, and ask a student to describe the article of clothing that is closest to that number in the picture.

PRACTICE AND APPLY

- (10 min.) Lectura, Revista de modo, pp. 160–161. Call on students to answer the ¿Comprendiste? questions aloud.
- (25 min.) Conexiones, p. 162. Divide the class into three groups and assign a proyecto to each.

IEP Modification Play Audio Program TXT CD 4, track 10 as the students are reading the Lectura.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 161. Have students answer questions in complete sentences.
- (20 min.) Culture Quiz, On-level Assessment, p. 113.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39</p> <p>Absent Student Copymasters, URB 3, p. 100</p> <p>Present</p> <p>Warm-up Projectable Transparencies 19</p>	<p>Practice</p> <p>Lecturas para todos, pp. 22–27 Lecturas para hispanohablantes Practice Games, URB 3, p. 36</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 163–165

OBJECTIVES

- Review lesson grammar and vocabulary.

TEKS

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

FOCUS AND MOTIVATE

- (10 min.) En resumen, p. 163. Review all vocabulary terms and grammar items.
- (10 min.) Repaso de la lección, pp. 164–165. Review the information in ¡Llegada! Do a quick oral review of the present tense of irregular **yo** verbs, pronouns after prepositions, and vocabulary.

TEACH

- (10 min.) En resumen, p. 163. Have students review the vocabulary and grammar structures. Do a quick oral drill.
- (5 min.) Repaso de la lección, pp. 164–165. Point out the pages students can review before doing each activity.

PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 164. Play Audio Program TXT CD 4 track 11 while they do Activity 1.
- (20 min.) Complete activities 2–5, pp. 164–165.
- (10 min.) Activity 5, p. 165. Have students work in groups and report the answers to the class.

IEP Modification Leave time in class to ask and answer questions.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 163; *Cuaderno*, pp. 108–121; *Cuaderno para hispanohablantes*, pp. 112–121.
- (50 min.) Lesson Test, On-level Assessment, pp. 114–120.

OPTIONAL RESOURCES	
Plan	Assess
Student Book and Workbook Answers, Projectable Transparencies 24–27, 32– 39	Review Games Online Lesson Test, Modified Assessment, pp. 83–89
Absent Student Copymasters, URB 3, p. 101	Lesson Test, Pre-AP Assessment, pp. 83– 89
Present	Lesson Test, Heritage Learners Assessment, pp. 89–95
Warm-up Projectable Transparencies 19 Audio Script, URB 3, pp. 72–77	
Practice	
Practice Games, URB 3, p. 37 Sing-along Songs	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 166–170

OBJECTIVES

- Introduce lesson theme: **¡Filmamos en el mercado?**
- **Culture:** Compare town or city centers.
- Present and practice vocabulary: craft items in a market, expressions of courtesy, shopping.

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.) Introduce students to the culture of Puerto Rico and the lesson theme of shopping in a marketplace and expressing courtesy, pp. 166–167.

TEACH

- (10 min.) Presentación de vocabulario, pp. 168–169, paragraphs A–E. Read the paragraphs. Have students repeat the new words after you.
- (5 min.) Video Program DVD 1, Unit 3. Show the Vocabulary Presentation video.

IEP Modification Play Audio Program TXT CD 4, track 12. Listen to Vocabulary Presentation audio as students are reading along.

PRACTICE AND APPLY

- (10 min.) Lesson 1 Opener, pp. 166–167. Read Comparación cultural. Have students view the photographs and respond to the ¿Qué ves? questions.
- (5 min.) Listen to TXT CD 4 track 13 to do ¡A responder! activity, p. 169.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 170. Have students do the activity.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 126.
- Homework: *Cuaderno*, pp. 122–124; *Cuaderno para hispanohablantes*, pp. 122–125.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Absent Student Copymasters, URB 3, p. 102</p> <p>Present</p> <p>Warm-up Projectable Transparencies 20 Vocabulary Projectable Transparencies 8–9 TPRS, pp. 36–42 Video Script, URB 3, pp. 70–72 Audio Script, URB 3, pp. 78–83 Vocabulary Video, DVD 3</p>	<p>Practice</p> <p>Video Activities, URB 3, pp. 58–59 Practice Games, URB 3, p. 38</p> <p>Assess</p> <p>Reteaching Copymasters, URB 3, pp. 12, 13 Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 171–172

OBJECTIVES

- Understand and practice using vocabulary in context.
- Review **hace** and expressions of time.

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, p. 171. Read the Cuando lees strategy.

TEACH

- (5 min.) Telehistoria escena 1, p. 171. Direct students’ attention to the photo and have them guess what is happening in the scene.
- (5 min.) Nota gramatical, p. 172. Emphasize that in Spanish the present tense is used, whereas in the English translation, the construction “have been” is used.

IEP Modification Have students finish a sentence you begin on the board with their own answer: **Hace dos años que... Hace una semana que...**

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 3, p. 172. Play TXT CD 4 track 14. Call on students to give the answers.
- (10 min.) Activity 4, p. 172. When checking answers, ask the question that will be answered by the student’s response. **¿Cuánto tiempo hace que Carolina tiene los collares de oro?**

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 172. Have students talk about how long they have owned certain items.
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 127.

OPTIONAL RESOURCES

Plan

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

Absent Student Copymasters, URB 3, p.
103

Present

Warm-up Projectable Transparencias 20

Practice

Video Activities, URB 3, pp. 60–61
Practice Games, URB 3, p. 39

Assess

Reteaching Copymasters, URB 3, pp. 12,
14

Audio Script, URB 3, pp. 78–83
 Video Script, URB 3, pp. 70–71

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 173–175

OBJECTIVES

- Present and practice the irregular preterite of **estar, poder, poner, saber, and tener.**
- Practice **hace** + expressions of time.
- **Recycle:** family, p. R15, chores, p. R7.

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. 173. Introduce irregular preterite verbs.

TEACH

- (15 min.) Presentación de gramática, p. 173. Create sample sentences using different forms of these verbs.
- (10 min.) Comparación cultural, p. 174. Ask students what the masks they see in the painting and the photo tell about the **vejigantes.**
- (10 min.) Nota gramatical, p. 175. Emphasize the difference of using the preterite in this construction, instead of the present tense.

PRACTICE AND APPLY

- (5 min.) Activity 5, p. 174. Play TXT CD 4, track 15.
- (5 min.) Activity 7, p. 175. Recycle: Review family vocabulary, p. R15, and chores, p. R7.
- (5 min.) Activity 8. Have students work in pairs.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 175. Have students practice the preterite forms of **estar, saber, and poner.**
- Homework: *Cuaderno*, pp. 125–127; *Cuaderno para hispanohablantes*, pp. 126–128.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Practice Games, URB 3, p. 40
Absent Student Copymasters, URB 3, p. 104	Assess
	Reteaching Copymasters, URB 3, pp. 15, 16
Present	
Warm-up Projectable Transparencies 21	
Grammar Presentation Projectable Transparencies 13	
Audio Script, URB 3, pp. 78–83	
Fine Art Activities, URB 3, p. 89	
Fine Art Projectable Transparencies 4	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 176–177

OBJECTIVES

- Present irregular preterites in context.
- Present the hard **g** sound.

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

- (2 min.) Telehistoria escena 2, p. 176. Read the Cuando escuchas strategy.

TEACH

- (5 min.) Telehistoria escena 2, p. 176. Video Program DVD 1, Unit 3. Show the video for scene 2.
- (5 min.) Telehistoria escena 2, p. 176. Have students read the dialogue aloud for correct pronunciation and intonation.
- (5 min.) Pronunciación, p. 177. Play TXT CD 4, track 17.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 9, p. 177. Play TXT CD 4, track 16. Call on students to give the answers.
- (5 min.) Pronunciación, p. 177. Direct students to compare the Spanish and English pronunciation of the letter **g** before **a, o, u,** and the consonants **l** and **r**.

IEP Modification Activity 10, p. 177. Have students answer the Para organizarte questions in pairs before they begin to write their paragraphs.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 177. Have students practice irregular preterite verbs.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 128.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencias 28–31, 40–47</p> <p>Absent Student Copymasters, URB 3, p. 105</p> <p>Present</p> <p>Warm-up Projectable Transparencias 21</p> <p>Audio Script, URB 3, pp. 78–83</p> <p>Video Script, URB 3, pp. 70–71</p>	<p>Practice</p> <p>Practice Games, URB 3, p. 41</p> <p>Video Activities, URB 3, pp. 62–63</p> <p>Assess</p> <p>Reteaching Copymasters, URB 3, pp. 15, 17</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 178–180

OBJECTIVES

- Present and practice the preterite of **-ir** stem-changing verbs.
- Recycle: foods, pp. R10, R11.
- Practice irregular preterites with time expressions.

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.) Presentación de gramática, p. 178. Introduce the preterite of **-ir** stem-changing verbs.

TEACH

- (15 min.) Presentación de gramática, p. 178. Have students repeat after you the conjugations. Use **preferir**, **competir**, and other words not conjugated in the grammar box.
- (10 min.) Comparación cultural, p. 180. Ask students to compare **las parrandas** with a similar activity that goes on during the Christmas holidays in the U.S.

IEP Modification Write the verb forms on the board, and use color coding to illustrate the difference in the **usted/el/ella** and **ustedes/ellos/ellas** forms.

PRACTICE AND APPLY

- (10 min.) Activity 12, p. 179. Recycle: Review food vocabulary, pp. R10 and R11.
- (5 min.) Activity 13, p. 180. Remind students to check the spelling of each verb they use.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 180. Have students complete sentences with the correct preterite form of **-ir** stem-changing verbs.
- Homework: *Cuaderno*, pp. 128–130; *Cuaderno para hispanohablantes*, pp. 129–132.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Practice Games, URB 3, p. 42 Audio Script, URB 3, pp. 78–83
Absent Student Copymasters, URB 3, p. 106	Assess
	Reteaching Copymasters, URB 3, pp. 18, 19, 22
Present	
Warm-up Projectable Transparencies 22 Grammar Presentation Projectable Transparencies 13	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 181–183

OBJECTIVES

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

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.) Todo junto, p. 181. Do the reading or listening strategies prior to reading the dialogue, listening to the audio CD, or watching the DVD.

TEACH

- (15 min.) Telehistoria escena 3, p. 181. Video Program DVD 1, Unit 3. Show Telehistoria scenes 1 and 2 as a review before showing scene 3.
- (5 min.) Have students read the dialogues aloud for correct pronunciation and intonation.

IEP Modification Activity 17, p. 183. Emphasize main points of the reading with students.

PRACTICE AND APPLY

- (10 min.) Comprensión de los episodios, p. 182. Play TXT CD 4 tracks 14, 16, and 18 to do Activities 14 and 15.
- (25 min.) Activity 18, p. 183. Have several students present their ads in front of the class.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 183. Have students describe a trip they took to a marketplace using irregular and *-ir* stem-changing verbs.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 129.
- Homework: *Cuaderno*, pp. 131–132; *Cuaderno para hispanohablantes*, pp. 133–134.

OPTIONAL RESOURCES	
Plan	Practice
Student Book and Workbook Answers, Projectable Transparencies 28–31, 40– 47	Learning Scenarios Conversation cards Video Activities, URB 3, pp. 64–65 Practice Games, URB 3, p. 43
Absent Student Copymasters, URB 3 p. 107	Assess
Present	Reteaching Copymasters, URB 3, pp. 18, 20
Warm-up Projectable Transparencies 22 Audio Script, URB 3, pp. 78–83 Video Script, URB 3, pp. 70–71	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 184–186

OBJECTIVES

- Encourage reading comprehension.
- **Culture:** Compare craft items of Puerto Rico and Panama.
- **Culture:** Make masks based on those used in festivals in Puerto Rico, and those used by the Inca and the Maya.

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, Las artesanías, pp. 184 –185. Have students read the Leer strategy and think about the mind map as they read.

TEACH

- (10 min.) Lectura cultural, Las artesanías, pp. 184 –185. Play TXT CD 4, track 21. Ask students to write down every material that is used to make a craft.
- (5 min.) Proyectos, p. 186. Ask students to name all of the things that the masks can represent.

PRACTICE AND APPLY

- (10 min.) Lectura cultural, Las artesanías, pp. 184 –185. Ask students to compare their mind maps in pairs or groups of three.
- (25 min.) Proyectos, p. 186. Pair or group students and have half of the class do Proyecto 1 and the other half do Proyecto 2.

IEP Modification Extend the deadline on homework assignments for students that need more time.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 185. Have students answer the questions in the activity with complete sentences.
- (20 min.) Culture Quiz, On-level Assessment, p. 130.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47</p> <p>Absent Student Copymasters, URB 3, pp. 108–109</p> <p>Present</p> <p>Warm-up Projectable Transparencies 23</p>	<p>Practice</p> <p>Lecturas para todos, pp. 28–32</p> <p>Lecturas para hispanohablantes</p> <p>Practice Games, URB 3, p. 44</p>

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 187–189

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.) En resumen, p. 187. Review all vocabulary terms and grammar items.
- (10 min.) Repaso de la lección, pp. 187–189. Review the information in ¡Llegada! Do a quick oral review of irregular preterite verbs, the preterite of **-ir** stem-changing verbs, and vocabulary.

TEACH

- (15 min.) En resumen, p. 187. Do a quick oral or written quiz. Show pictures and have students name the materials that they are made of.
- (5 min.) Repaso de la lección, pp. 188–189. Point out the pages students can review before doing each activity.

PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 188. Listen to Audio Program TXT CD 4 track 22 while they do Activity 1.
- (20 min.) Complete activities 2–5, pp. 188–189.

IEP Modification Have students write out the preterite conjugation of the verbs **estar**, **dormir**, and **pedir**.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 187; *Cuaderno*, pp. 133–144; *Cuaderno para hispanohablantes*, pp. 135–144.
- (50 min.) Lesson Test, On-level Assessment, pp. 131–137.

OPTIONAL RESOURCES	
Plan	Assess
Student Book and Workbook Answers, Projectable Transparencias 28–31, 40– 47	Review Games Online Lesson Test, Modified Assessment, pp. 95–101
Absent Student Copymasters, URB 3, p. 110	Lesson Test, Pre-AP Assessment, pp. 95– 101 Lesson Test, Heritage Language Learners Assessment, pp. 101–107
Present	
Warm-up Projectable Transparencias 23 Audio Script, URB 3, pp. 73–77	
Practice	
Practice Games, URB 3, p. 45 Sing-along Songs	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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. 190–193

OBJECTIVES

- **Culture:** Compare where people shop and what they buy in Perú, Panama, and Puerto Rico.
- Read about different teens' shopping experiences.
- Cumulative review.

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.
- 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.
- 3A express and support an opinion or preference orally and in writing with supporting statements.
- 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.) Comparación cultural, ¡Me encanta ir de compras!, pp. 190–191. Have students read about where people shop and what they buy in Peru, Panama, and Puerto Rico.

TEACH

- (10 min.) Comparación cultural, ¡Me encanta ir de compras!, pp. 190–191. Ask students to read descriptions aloud, or play Audio Program TXT CD 4 track 23 to listen to Marcos, Juanita, and Valeria.
- (10 min.) Repaso inclusivo, pp. 192–193. Review the En resumen pages in Units 1–3 to prepare students for Activities 1–7.

PRACTICE AND APPLY

- (15 min.) Comparación cultural, ¡Me encanta ir de compras!, pp. 190–191. Have students write their own paragraph similar to what they have just read or listened to.
- (5 min.) Repaso inclusivo, p. 192. Play Audio Program TXT CD 7 track 24 to complete Activity 1.
- (25 min.) Repaso inclusivo, pp. 192–193. Divide the activities among the entire class, or choose several activities for larger groups.

IEP Modification Have students take notes during the recorded phone conversation in Activity 1.

ASSESS AND RETEACH

- Homework: *Cuaderno*, pp. 145–147; *Cuaderno para hispanohablantes*, pp. 145–147.
- (50 min.) Unit Test, On-level Assessment, pp. 143–149.

OPTIONAL RESOURCES	
Plan	Assess
Absent Student Copymasters URB 3, pp. 111–112	Unit Test, Modified Assessment, pp. 107–113
Present	Unit Test, Pre-AP Assessment, pp. 107–113
Audio Script, URB 3, pp. 73–77	Unit Test, Heritage Language Learners Assessment, pp. 113–119
Practice	Integrated Performance Assessments, pp. 19–27
Family Involvement Activity, URB 3, p. 93	
Situational Projectable Transparencies and Copymasters, Projectable Transparencies 14–15, pp. 1–2	

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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