

Unit and Lesson Opener, Presentación y práctica de vocabulario, pp. 194–200

OBJECTIVES

- Introduce lesson theme: **Una leyenda mexicana.**
- **Culture:** Learn about an Aztec legend.
- Present and practice vocabulary: characters and elements of a legend or story, past participles used as adjectives.

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

- (20 min.) Unit 4 Opener, pp.194-195: Have students scan pages and present facts about Mexico. Divide the class into three groups and have each group talk about one of the photos on p. 195.

TEACH

- (20 min.) Presentación de vocabulario, pp. 198–199. Read paragraphs A–F. Ask students questions such as: “¿Quién es el héroe?, ¿Cómo es la heroína?, ¿Por qué tiene celos el enemigo de los dos jóvenes?”.
- (5 min.) Más vocabulario, p. 198. Give examples of sentences containing the words that illustrate their meaning.
- (5 min.) Video Program, DVD 2, Unit 4. Show vocabulary presentation video. Have students raise their hands each time they hear one of the new vocabulary words.

IEP modification Provide audio redundancy by saying vocabulary words and having students point to the appropriate pictures on pp. 198–199.

PRACTICE AND APPLY

- (10 min.) Lesson 1 opener, pp. 196–197. Read Comparación cultural. Have students look at the photo and have students answer the ¿Qué ves? and Compara con tu mundo questions.
- (5 min.) Listen to TXT CD 5, track 2 to do ¡A responder! activity, p. 199.
- (10 min.) Have students complete Activities 1–2, p. 200.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 200. Have students practice words about legends and stories.
- (20 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 155.
- Homework: *Cuaderno*, pp. 148–150; *Cuaderno para hispanohablantes*, pp. 148–151.

OPTIONAL RESOURCES

Plan

Family Letter, URB 4, p. 92
 Absent Student Copymasters, URB 4, p. 94

TPRS, pp. 43–49
 Video Script, URB 4, pp. 68–69
 Audio Script, URB 4, pp. 72–77
 Vocabulary Video, DVD 2

Present

Warm-up Projectable Transparencies 16
 Atlas Map, Projectable Transparencies 3
 Map Projectable Transparencies 7
 Map-Culture Activities, URB 4, pp. 84–85
 Fine Art Activities, URB 4, pp. 88–90
 Fine Art Projectable Transparencies 3–5
 Vocabulary Projectable Transparencies 6–7

Practice

Video Activities, URB 4, pp. 50–51
 Practice Games, URB 4, p. 30

Assess

Reteaching Copymasters, URB 4, pp. 1–3
 Student Book and Workbook Answers,
 Projectable Transparencies 24–27, 33–39

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. 201–202

OBJECTIVES

- Understand and practice vocabulary in context.
- **Culture:** Compare everyday activities.
- Practice using legend terms and past participles as adjectives.

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. 201. Prepare students to watch the video by having them look at the photo and guess what the *guía* is telling Beto, Sandra and Jorge. Where are the characters in the photo?

TEACH

- (5 min.) Telehistoria escena 1, p. 201. Have students read the Cuando lees strategy. Discuss their answers before reading the dialogue.
- (5 min.) Telehistoria, p. 201. Have students read the dialogue out loud, concentrating on correct pronunciation and intonation.
- (5 min.) Video Program, DVD 2, Unit 4. Show Telehistoria, escena 1.

IEP modification Show the video twice. Pause the video periodically the first time to check for understanding by asking questions about what is happening. Show the video a second time without pausing it.

PRACTICE AND APPLY

- (5 min.) Have students do Activity 3. p. 202 (TXT CD 5, track 3).
- (10 min.) Have students read the Nota gramatical before completing Activity 4, p. 202 in pairs.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 202. Have students complete sentences using descriptive words from verbs.
- (20 min.) Vocabulary Production Quiz, On-level Assessment, p. 156.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 24–27, 33–39
Absent Student Copymasters, URB 4, p. 95

Present

Warm-up Projectable Transparencies 16
Audio Script, URB 4, pp. 72–77
Video Script, URB 4, pp. 68–69

Practice

Video Activities, URB 4, pp. 52–53
Practice Games, URB 4, p. 31

Assess

Reteaching Copymasters, URB 4, pp. 1, 2, 3

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. 203–205

OBJECTIVES

- Present and practice the imperfect tense of regular verbs.
- Present the imperfect tense of the three irregular verbs: **ser**, **ir**, and **ver**.
- Recycle: expressions of frequency, p. R8.

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.) Write the following infinitives on the board: **ser**, **ir**, **gustar**, **poder**, **nadar**, **jugar**, and **tomar**. Read a brief paragraph about your childhood. Write each verb in the imperfect next to its infinitive as you say it. “Cuando yo **era** pequeño(a), **iba** a la playa todos los veranos. **Me gustaba** mucho la playa porque **podía** hacer muchas cosas. **Nadaba**, **jugaba** con mi hermano, y **tomaba** el sol.”

TEACH

- (15 min.) Presentación de gramática, p. 203. Review the forms and usage of the imperfect tense. Erase the verbs on the board and read the paragraph again, having students identify the verbs in the imperfect. Discuss what the paragraph means and why the imperfect tense is used.
- (5 min.) Ask students personalized questions using verbs in the imperfect tense, for example, “¿Cuando eras pequeño(a), qué te gustaba hacer?, ¿Cómo eras?, ¿Qué hacías durante el verano?”.

IEP modification Use color coding to demonstrate the formation of the imperfect tense. Pair blue verb stems, for example, with red endings. Have students explain the rule for forming the imperfect while practicing matching verb stems and endings.

PRACTICE AND APPLY

- (10 min.) Have students complete Activity 6, p. 204. Ask student volunteers to write the answers on the board, checking for correct formation of the imperfect tense.
- (5 min.) Have students review expressions of frequency and complete Activity 5, p. 204 in pairs.
- (10 min.) Play TXT CD 5 track 4. Have students do Activity 7, p. 205. Go over students’ answers as a class.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 205. Have students practice the imperfect tense.
- Homework: *Cuaderno*, pp. 151–153; *Cuaderno para hispanohablantes*, pp. 152–154.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 24–27, 33–39
Absent Student Copymasters, URB 4, p. 96

Present

Warm-up Projectable Transparencies 17
Grammar Presentation Projectable
Transparencies 10
Audio Script, URB 4, pp. 72–77

Practice

Practice Games, URB 4, p. 32

Assess

Reteaching Copymasters, URB 4, pp. 4–5

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. 206–207

OBJECTIVES

- Practice the imperfect and preterite tenses 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.
- 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. 206. Have students read the Cuando escuchas strategy.

TEACH

- (10 min.) Telehistoria, escena 2, p. 206. Read the dialogue with the class and have them identify each verb used in the imperfect. Have them explain why the imperfect is used.
- (5 min.) Video Program, DVD 2, Unit 4. Show the video for scene 2.
- (5 min.) To check comprehension, ask students questions about the Telehistoria that contain the imperfect tense, for example, “¿Cómo era la princesa?, ¿Quién era Popo?, ¿Por qué tenía que regresar Popo de la batalla?”

IEP modification In pairs, have students scan the dialogue and make a list of all the verbs in the imperfect. How could they identify the verbs? What do they all have in common?

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 9, p. 207. Listen to TXT CD 5 track 6 and have students complete the activity.
- (10 min.) Have students work in groups to complete Activity 10, p. 207. Have several groups act out their dialogues in front of the class.
- (5 min.) Have students complete Activity 11 in pairs.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 207. Have students change sentences from present to imperfect.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 157.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 24–27, 33–39
Absent Student Copymasters, URB 4, p. 97

Present

Warm-up Projectable Transparencies 17
Audio Script, URB 4, pp. 72–77
Video Script, URB 4, pp. 68–69

Practice

Practice Games, URB 4, p. 33
Video Activities, URB 4, pp. 54–55

Assess

Reteaching Copymasters, URB 4, pp. 4, 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. 208–210

OBJECTIVES

- Present and practice when to use the preterite and imperfect tenses.
- Clarify when to use the preterite and imperfect of **ser**.
- **Culture:** How artists' work reflects their communities.

TEKS

- 3B describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Model the correct usage of the preterite and imperfect by asking students personalized questions such as: “¿A qué hora te acostaste anoche?, ¿A qué hora te acostabas cuando tenías cinco años?”. Ask them to explain the difference in meaning between the two questions.

TEACH

- (15 min.) Presentación de gramática, p. 208. Do a quick oral review of the forms of the preterite and the imperfect.
- (5 min.) Review grammar presentation, p. 208. Have students look back at the Telehistoria, escena 2, p. 206 to see more examples of how the two tenses are used together. Ask them to identify examples of each.

IEP modification Provide students with examples in English to help them understand the difference between the two tenses, such as “I went to the movies last night., When I was younger, I would always go to the movies with my friends”. Ask them which examples would need the preterite tense and which would need the imperfect.

PRACTICE AND APPLY

- (15 min.) Have students complete Activity 12 individually and Activity 13, p. 209 with Expansión.
- (5 min.) Have students do Activity 14, p. 210 with the same partner they had for Activity 11, p. 207.
- (5 min.) Have students complete Activity 15, making sure they pay close attention to their use of the preterite and imperfect tenses.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 210. Have students practice the differences between the preterite and imperfect tenses.
- Homework: *Cuaderno*, pp. 154–156; *Cuaderno para hispanohablantes*, pp. 155–158.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 24–27, 33–39
Absent Student Copymasters, URB 4, p. 98

Present

Warm-up Projectable Transparencies 18
Grammar Presentation Projectable
Transparencies 11

Fine Art Activities, URB 4, p. 87
Fine Art Projectable Transparencies 2

Practice

Practice Games, URB 4, p. 34
Audio Script, URB 4, pp. 72–77

Assess

Reteaching Copymasters, URB 4, pp. 7, 8, 12

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. 211–213

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.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

FOCUS AND MOTIVATE

- (5 min.) Have students summarize the two Telehistoria scenes from this lesson.

TEACH

- (10 min.) Have students read the **Cuando lees** strategy and scan the dialogue to make their lists. Then, have student take turns reading the roles, exaggerating their theatrical skills
- (10 min.) Have students reread the dialogue and identify the preterite and imperfect verbs and their uses.
- (10 min.) Video Program DVD 2, Unit 4. Show Telehistoria scenes 1 and 2 as a review before showing scene 3.

IEP modification Prepare a brief True/False oral comprehension check based on the Telehistoria to ensure that all students are following.

PRACTICE AND APPLY

- (10 min.) Comprensión de los episodios, p. 212. Listen to TXT CD 5 tracks 3, 6 and 7 to do Activities 16–17. Go over answers as a class.
- (10 min.) Listen to TXT CD 5, tracks 8 and 9 and have students complete Activity 19, p. 213.
- (10 min.) Have students complete Activity 20. Allow time for them to exchange work and peer edit by writing helpful comments.

ASSESS AND RETEACH

- (10 min.) Para y piensa, p. 213. Have students do the activity. Create groups to discuss the answers for the activity.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 158.
- Homework: *Cuaderno*, pp. 157–158; *Cuaderno para hispanohablantes*, pp. 159–160.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 24–27, 33–39
Absent Student Copymasters, URB 4, p. 99

Present

Warm-up Projectable Transparencies 18
Audio Script, URB 4, pp. 72–77
Video Script, URB 4, pp. 68–69

Practice

Learning Scenarios
Conversation cards
Video activities, URB 4, pp. 56–57
Practice Games, URB 4, p. 35

Assess

Reteaching Copymasters, URB 4, pp. 7, 9

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. 214–216

OBJECTIVES

- Read a legend that explains the origin of fire and why the tail of an opossum is bare.
- **Culture:** Learn about the legends of the **mazateca** people of Oaxaca.
- Cross-curricular connections: geography, language, science, and health.

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.) Have students come up with a few theories about the origin of fire before reading the legend.

TEACH

- (10 min.) *Una leyenda mazateca: El fuego y el tlacuache*, pp. 214–215. Play the audio on TXT CD 5, track 10. Have students follow along in their texts as they listen to the story.
- (5 min.) Have students do the reading strategy, p. 214 in pairs. Have them compare the information in their arrows to that of other pairs.
- (10 min.) Divide students in five groups and assign each group a paragraph from the story. Have each group retell the paragraph in their own words.

PRACTICE AND APPLY

- (10 min.) Read Conexiones, p. 216 with students.
- (10 min.) Have students design a flag of an imaginary country and write a legend on which the flag is based.
- (5 min.) Assign projects, p. 216.

IEP modification Allow students to choose a project that is interesting to them.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 215. Have students answer the questions.
- (20 min.) Culture Quiz, On-level Assessment, p. 159.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 24–27, 33–39
Absent Student Copymasters, URB 4, p. 100

Practice

Lecturas para todos, pp. 33–37
Lecturas para hispanohablantes
Practice Games, URB 4, p. 36

Present

Warm-up Projectable Transparencies 19

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. 217–219

OBJECTIVES

- Review lesson grammar and vocabulary.

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

FOCUS AND MOTIVATE

- (5 min.) Prepare a quick warm-up for students by writing 3–5 vocabulary words on the board. Ask them to come up with original sentences that contain the words.

TEACH

- (20 min.) Have students review the vocabulary and grammar structures, p. 217. Check for understanding by asking students questions based on the material. Have students share their sentences from the warm-up activity. Ask for student volunteers to review the grammar points.

PRACTICE AND APPLY

- (5 min.) Do Repaso de la lección Activity 1, p. 218. Play TXT CD 5 track 11.
- (20 min.) Have students complete activities 2–5. pp. 218–219.
- (10 min.) Have students do Activity 5, p. 219 in groups and report the answers to the class.

IEP modification Pair slower-paced learners with a classmate that can offer help and answer questions as they complete the review activities.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 217; *Cuaderno*, pp. 159–170; *Cuaderno para hispanohablantes*, pp. 161–170.
- (50 min.) Lesson Test, On-level Assessment, pp. 160–166.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 24–27, 33–39
Absent Student Copymasters, URB 4, p. 101

Present

Warm-up Projectable Transparencies 19
Audio Script, URB 4, pp. 72–77

Practice

Practice Games, URB 4, p. 37
Sing-along Songs

Assess

Review Games Online
Lesson Test, Modified Assessment, pp. 119–125
Lesson Test, Pre-AP Assessment, pp. 119–125
Lesson Test, Heritage Learners Assessment, pp.
125–131

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. 220–224

OBJECTIVES

- Introduce lesson theme: **México antiguo y moderno.**
- **Culture:** Describe early civilizations and their activities, ask for and give directions.
- Present and practice vocabulary: ancient people and activities associated with them; layout of a modern city and structures; giving directions.

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.) Lesson 2 Opener, pp. 220–221: To recycle clothing, places, weather, and to introduce the theme, form questions such as: “¿Qué ropa llevan?, ¿Dónde están los chicos?, ¿Qué van a hacer?”.

TEACH

- (20 min.) Presentación de vocabulario, pp. 222–223, paragraphs A–D. Model pronunciation of new words. Have students take turns reading paragraphs aloud.
- (5 min.) Ask students comprehension questions, for example, “¿Qué cosas antiguas hay en México?, ¿Cómo era la vida de las civilizaciones antiguas?, ¿Cuál es la mejor manera de conocer una ciudad?”.
- (5 min.) Video Program, DVD 2, Unit 4. Show the vocabulary presentation video.

IEP modification Provide students with a set of index cards and have them make flashcards for each of the new vocabulary words. Encourage students to draw pictures to represent words when possible.

PRACTICE AND APPLY

- (5 min.) Listen to TXT CD 5, track 13 and have students do the ¡A responder! Activity.
- (10 min.) Pair students and have them write original sentences using as many vocabulary words as they can. See which pair uses the most words in one sentence. Have students share their sentences.
- (10 min.) Have students complete Activities 1–2, p. 224.
- (10 min.) As a follow-up to Activity 2, have students work in pairs or small groups to write descriptions of places in their town and have others guess what the places are.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 224. Have students use words to discuss early civilizations and modern cities.
- (20 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 172.
- Homework: *Cuaderno*, pp. 171–173; *Cuaderno para hispanohablantes*, pp. 171–174.

OPTIONAL RESOURCES

Plan

Family Letter, URB 4, p. 93
Absent Student Copymasters, URB 4, p. 102

Present

Warm-up Projectable Transparencies 20
Vocabulary Projectable Transparencies 8–9
TPRS, pp. 50–56
Video Script, URB 4, pp. 70–71

Audio Script, URB 4, pp. 33–37

Vocabulary Video, DVD 2

Practice

Video Activities, URB 4, pp. 58–59
Practice Games, URB 4, p. 38

Assess

Reteaching Copymasters, URB 4, pp. 13, 14
Student Book and Workbook Answers,
Projectable Transparencies 28–32, 40–47

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. 225–226

OBJECTIVES

- Understand and practice using vocabulary in context.
- Practice using verbs with spelling changes (**i** → **y**) in the preterite.

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. 225. Prepare students to watch the video by having them look at the photo and describe what is happening.

TEACH

- (5 min.) Have students read the Cuando lees strategy. As they read the dialogue in their texts, have them sketch a map based the directions the woman gives to Sandra, Beto and Jorge.
- (5 min.) Video Program, DVD 2, Unit 4. Show Telehistoria, escena 1.
- (5 min.) Telehistoria, escena 1, p. 225. Make several true and false statements about the dialogue and call on students to answer to check comprehension.
- (5 min.) Review the Nota gramatical. Point out to students that the changes affect the third person singular and plural forms only. Have them look at the verb conjugation and notice that the two forms on the bottom receive the change.

IEP modification Provide students with a copy of the complete audio script for the Telehistoria. Allow them to take notes on the page and to write in the meanings of words they don't understand.

PRACTICE AND APPLY

- (5 min.) Play TXT CD 5, track 16 and have students complete Activity 3, p. 226.
- (10 min.) Have students work in pairs to do Activity 4 and Expansión. Have them compare their answers and ensure that they are correct.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 226. Have students practice the preterite forms of **leer** and **construir**.
- (20 min.) Vocabulary Production Quiz, On-level Assessment, p. 173.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 28–32, 40–47
Absent Student Copymasters, URB 4, p. 103

Present

Warm-up Projectable Transparencies 20
Audio Script, URB 4, pp. 70–71
Video Script, URB 4, pp. 78–83

Practice

Video Activities, URB 4, pp. 60–61
Practice Games, URB 4, p. 39

Assess

Reteaching Copymasters, URB 4, pp. 13, 15

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. 227–229

OBJECTIVES

- Present spelling changes in the preterite of verbs ending in **-car, gar,** and **-zar**.
- Practice reading and writing the **yo** form of verbs ending in **-car, gar,** and **-zar**.
- Practice listening to directions.

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.) Review the pronunciation of **c** and **g**. Write the following words on the board: **café, cosa, cultura, cereal, ciudad, cerca/gracias, Guatemala, grupo, general, escoge, gimnasio**. Have students read the words aloud. Draw their attention to the letters that follow **c** and **g** and how they determine the pronunciation of the words.

TEACH

- (15 min.) Presentación de gramática, p. 227. As information is presented, refer back to the words on the board to demonstrate why the spelling change is necessary.
- (5 min.) Ask students a series of questions in the preterite with verbs such as: **buscar, tocar, sacar, llegar, pagar, jugar, almorzar, empezar**. Pause and allow students to write their answers. While reviewing answers, ask a student volunteer to write the verbs on the board.

PRACTICE AND APPLY

- (10 min.) Have students complete Activity 5 and Expansión, p. 228.
- (5 min.) Play TXT CD 5 track 15 and have students do Activity 6, p. 228.
- (10 min.) Have students study the Comparación cultural p. 229. in pairs or groups and write a brief summary of the most important points. Have them brainstorm words to answer the *Compara con tu mundo* question. Hint that English has borrowed a lot of words from Spanish. Make a list of their words on the board.
- (10 min.) Have students complete Activity 7, p. 229 in pairs. After interviewing each other, have them report their partner's activities to the class, using the **nosotros** form when they find answers in common.

IEP modification While playing the audio for Activity 6, pause after each item so students have time to process the information. Repeat for students more slowly, if necessary.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 229. Have students complete sentences in the preterite.
- Homework: *Cuaderno*, pp. 174–176; *Cuaderno para hispanohablantes*, pp. 175–177.

OPTIONAL RESOURCES	
<p>Plan</p> <p>Student Book and Workbook Answers, Projectable Transparencies 28–32, 40–47 Absent Student Copymasters, URB 4, p. 102</p> <p>Present</p> <p>Warm-up Projectable Transparencies 21 Grammar Presentation Projectable Transparencies 13 Audio Script, URB 4, pp. 78–83</p>	<p>Practice</p> <p>Practice Games, URB 4, p. 40</p> <p>Assess</p> <p>Reteaching Copymasters, URB 4, pp. 16, 17, 22</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

Gramática en contexto, pp. 230–231

OBJECTIVES

- Practice using verbs with spelling changes in the preterite, in context.
- Practice pronouncing the Spanish s sound.

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 2 p. 230. Have students read the Cuando lees strategy.

TEACH

- (10 min.) Telehistoria, escena 2, p. 230. Have students read the dialogue and complete the reading strategy.
- (5 min.) Review the dialogue with students. To review the use of the imperfect tense, have students identify the verbs in the imperfect and tell why it is used. Have them repeat the dialogue after you for correct pronunciation and intonation.
- (5 min.) Video Program, DVD 2, Unit 4. Show the video for scene 2.
- (5 min.) Personalize the dialogue and practice irregular preterite forms by asking students, “¿Almorzaste tú?, ¿Sacaste tú una mala nota?, ¿Pagaste tú demasiado por un sombrero?”.

PRACTICE AND APPLY

- (10 min.) Comprensión del episodio, Activity 9, p. 231. Listen to TXT CD 5 track 16 and have students complete the activity. As a follow-up, have each student write one true or false statement about the Telehistoria. As students read their statements, have the others determine whether it is true or false.
- (10 min.) Have students do Activity 10, p. 231 and Expansión in pairs.
- (5 min.) Pronunciación, p. 231. Listen to TXT CD 5 track 17. Have students repeat the words after you. Ask them think of two more words that have a soft “c” sound. Have students pronounce the words using the *th* as well.

IEP modification When giving directions, make sure to have students’ complete attention. After going over the directions for each activity, have students repeat the directions to make sure they have understood.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 231. Have students complete sentences with the correct form of the preterite.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 174.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 28–32, 40–47
Absent Student Copymasters, URB 4, p. 104

Practice

Practice Games, URB 4, p. 41
Video Activities, URB 4, pp. 62–63

Present

Warm-up Projectable Transparencies 21
Audio Script, URB 4, pp. 78–83
Video Script, URB 4, pp. 70–71

Assess

Reteaching Copymasters, URB 4, pp. 16, 18

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. 232–234

OBJECTIVES

- Present and practice using more verbs with irregular preterite stems and endings.
- Explain that **querer** usually has a different meaning in the preterite (*tried*).
- Practice using **querer** in the preterite.

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.) Write the following verbs on the board: **venir, querer, decir, traer**. Have students define the verbs and conjugate them into the present tense to review.

TEACH

- (15 min.) Presentación de gramática, p. 232. Ask students personalized questions with target verbs: **traer, venir, querer** and **decir**.
- (10 min.) Review arts and crafts vocabulary on p. 168 for Activity 11. Ask student what the objects are made of. To apply the material in the grammar box, do Activity 11 as a class. Have students read sentences out loud, making sure they have used the correct form of the verb. Have a student volunteer write the sentences on the board.

IEP modification Have students make a chart with conjugations of all irregular preterite verbs they have learned and allow them to use it as a reference in class and when they complete assignments.

PRACTICE AND APPLY

- (5 min.) For the Expansión of Activity 11, have students share their examples.
- (5 min.) Have students complete Activity 13, p. 234 in small groups.
- (10 min.) In the same groups, have students read the Comparación cultural, p. 234 . After reading, have them answer the *Compara con to mundo* question by brainstorming a list of differences and similarities between *ulama* and other modern sports they are familiar with.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 234. Ask students to give the correct verb form in the preterite.
- Homework: *Cuaderno*, pp. 177–179; *Cuaderno para hispanohablantes*, pp. 178–181.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 28–32, 40–47
Absent Student Copymasters, URB 4, p. 106

Present

Warm-up Projectable Transparencies 22
Grammar Presentation Projectable
Transparencies 13

Practice

Practice Games, URB 4, p. 42
Audio Script, URB 4, pp. 78–83

Assess

Reteaching Copymasters, URB 4, pp. 19, 20

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. 235–237

OBJECTIVES

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

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.
- 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.
- 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

- (10 min.) Have students summarize the two Telehistoria scenes from this lesson in their own words. Ask students to share the events and information they included in their summaries and make a list of them on the board.

TEACH

- (10 min.) Video Program, DVD 2, Unit 4. Show Telehistoria scenes 1 and 2 as a review.
- (10 min.) Have students read the Cuando escuchas strategy. Show scene 3, having them pay special attention to the official's voice. Discuss the questions in the strategy.
- (15 min.) Have students act out the dialogue, playing the roles of the characters and using props, if possible. Encourage them to use emotion as they play the different roles.

PRACTICE AND APPLY

- (15 min.) Comprensión de los episodios, p. 236. Listen to TXT CD 5, tracks, 14, 16 and 18 to do Activities 15–16, p. 236. Go over answers as a class.
- (5 min.) Listen to TXT CD 5, tracks 19 and 20 and have students complete Activity 18, p. 237.
- (15 min.) Have students complete Activity 19. Read the rubric as a class so students are clear about the assignment. Allow them time to peer edit.

IEP modification Break down Activity 19 into steps. Have students take notes to organize their thoughts before they begin writing. Using verb charts or their text, have them check the preterite verbs to make sure they are correct.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 237. Have students answer the questions in the activity.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 175.
- Homework: *Cuaderno*, pp. 180–181; *Cuaderno para hispanohablantes*, pp. 182–183.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 28–32, 40–47
Absent Student Copymasters, URB 4, p. 107

Present

Warm-up Projectable Transparencies 22
Audio Script, URB 4, pp. 78–83
Video Script, URB 4, pp. 70–72

Practice

Learning Scenarios
Conversation cards
Video activities, URB 4, pp. 64–65
Practice Games, URB 4, p. 43

Assess

Reteaching Copymasters, URB 4, pp. 19, 21

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. 238–240

OBJECTIVES

- **Culture:** compare the indigenous cultures of Oaxaca, Mexico and Otavalvo, Ecuador.
- Read about the indigenous cultures of Oaxaca and Otavalvo, past and present.
- **Culture:** compare traditional songs in different countries.

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.) Have students talk about the presence of indigenous cultures in the U.S.

TEACH

- (10 min.) *Los zapotecas y los otavaleños*, pp. 238–239. Play the audio on TXT CD 5, track 21. Have students follow along in their texts as they listen to the reading.
- (10 min.) Have students reread the spread and complete the Strategy. Ask students questions that they will answer using their charts.

IEP modification Have students read in small groups and discuss the meaning as they read.

PRACTICE AND APPLY

- (10 min.) Read the Proyectos culturales, p. 240 with students.
- (5 min.) Have students read the lyrics to the songs and sing them as a class. *Que llueva* is sung to the tune of “It’s Raining, It’s Pouring”.
- (10 min.) Brainstorm the En tu comunidad exercise as a class.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 239. Have students answer *¿Comprendiste?* questions. Group students to do *¿Y tú?*
- (20 min.) Culture Quiz, On-level Assessment, p. 176.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 28–32, 40–47
Absent Student Copymasters, URB 4, pp. 108–
109

Practice

Lectura para todos, pp. 38–42
Lectura para hispanohablantes
Practice games, URB 4, p. 44

Present

Warm-up Projectable Transparencies 23

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. 241–243

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

- (15 min.) Have students review the vocabulary and grammar on the **En resumen** page in pairs. Have them “quiz” each other on the material.

TEACH

- (10 min.) Allow students time to ask questions for clarification about the lesson’s material.
- (10 min.) Ask students questions about the lesson’s material to check for understanding and mastery.

IEP modification When asking review questions to check for understanding, ask slower-paced learners questions that they will know the answers to. Make sure to allow them ample time to respond.

PRACTICE AND APPLY

- (15 min.) Play a review game, such as Bingo, to review vocabulary.
- (5 min.) Listen to TXT CD 5 track 22 and have students complete Activity 1, p. 242.
- (10 min.) Review irregular preterite verbs. Do Activity 2, p. 242. To expand, have students change the subjects in the paragraph.
- (10 min.) Have students complete Activities 3–4, p. 243. Go over answers as a class.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 241; *Cuaderno*, pp. 182–193; *Cuaderno para hispanohablantes*, pp. 184–193.
- (50 min.) Lesson Test, On-level Assessment, pp. 177–183.

OPTIONAL RESOURCES

Plan

Student Book and Workbook Answers,
Projectable Transparencies 28–32, 40–47
Absent Student Copymasters, URB 4, p. 110

Present

Warm-up Projectable Transparencies 23
Audio Script, URB 4, pp. 78–83

Practice

Practice Games, URB 4, p. 45
Sing-along Songs

Assess

Review Games Online
Lesson Test, Modified Assessment, pp. 131–137
Lesson Test, Pre-AP Assessment, pp. 131–137
Lesson Test, Heritage Learners Assessment, pp.
137–143

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, El Gran Desafío, Repaso inclusivo, pp. 244–249

OBJECTIVES

- **Culture:** Compare cities; practice reading about cities in Mexico, Ecuador, and Nicaragua.
- Introduce the Gran Desafío contest and the characters who will participate in it.
- 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.
- 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.) Have students read the reading strategy on p. 244 and the introduction to *El Gran Desafío* on pp. 246–247 for a preview of the day’s lesson.

TEACH

- (10 min.) *Lo antiguo y lo moderno en mi ciudad*, pp. 244–245. Play the audio for the passages on TXT CD 5, track 23 as students follow along in their texts.
- (5 min.) Ask questions about the passages to check for comprehension.
- (10 min.) Video Program, DVD 2, Unit 4. Have students read the information about the participants of *El Gran Desafío* on pp. 246–247. Show the video.

PRACTICE AND APPLY

- (5 min.) Listen to TXT CD 5, track 24 and have students complete Activity 1.
- (10 min.) Have students complete 2 or 3 of the review activities on pp. 248–249.

IEP modification Allow students to choose 1 or 2 of the review activities that interest them.

ASSESS AND RETEACH

- Homework: *Cuaderno*, pp. 194–196; *Cuaderno para hispanohablantes*, pp. 194–196.
- (50 min.) Unit Test, On-level Assessment, pp. 189–195.
- (50 min.) Midterm Test, On-level Assessment, pp. 201–210.

OPTIONAL RESOURCES

Plan

Absent Student Copymasters, URB 4, pp. 111–112

Present

Audio Script, URB 4, pp. 78–83

Practice

Family Involvement Activity, URB 4, p. 93
Situational Transparencies and Copymasters,
Projectable Transparencies 14–15, pp. 1–2

Assess

Unit Test, Modified Assessment, pp. 143–149
Unit Test, Pre-AP Assessment, pp. 143–149
Unit Test, Heritage Learners Assessment, pp. 149–155
Integrated Performance Assessments, pp. 28–36

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