

Unit and Lesson Opener, Presentación y práctica de vocabulario, pp. 82–88

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
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- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.

OBJECTIVES

- Introduce lesson theme: **Somos estudiantes.**
- Learn about Mexican culture.
- Present and practice vocabulary: time, class schedules, numbers, subjects, classroom activities.

FOCUS AND MOTIVATE

- (5 min.) Unit 2 Opener, p. 82. Ask simple questions about the facts and photos presented on page 82. Let students find the information.

TEACH

- (15 min.) Presentación de vocabulario, pp. 86–87, paragraphs. Have students read the paragraphs.
- (10 min.) Video Program DVD 1, Unit 2. Show Vocabulary Presentation video. Review Pablo and Claudia’s schedule.
- (10 min.) Audio Program TXT CD 2, track 3. Listen to Vocabulary Presentation audio.

IEP Modification Provide a list of class subjects using cognates such as: Matemáticas, Literatura, Psicología, Física, etc.

PRACTICE AND APPLY

- (10 min.) Lesson Opener, pp. 84–85: Have students read Comparación cultural. Have students view photos and respond to “¿Qué ves? ¿Qué hay?” questions.
- (10 min.) Review vocabulary for after school activities and numbers, p. 87.
- (5 min.) Listen to TXT CD 2 track 2 to do ¡A responder! activity, p. 87,
- (10 min.) Práctica de vocabulario. Do Activity 1, and Activity 2 (in pairs), p. 88.

IEP Modification Have students talk about what after-school classes they take. Ask them to include details.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 88. Have students to work in pairs.
- (15 min.) Vocabulary Recognition Quiz, On-level Assessment, p. 57
- Homework: *Cuaderno*, pp. 50–52; *Cuaderno para hispanohablantes*, pp. 50–53.

OPTIONAL RESOURCES

Plan

- Family Letter, URB 2, p. 91

- Absent Student Copymasters, URB 2, p. 93

Present

- Warm-up Projectable Transparencias 16
- Atlas Map, Projectable Transparencias 3
- Map Projectable Transparencias 7
- Map-Culture Activities, URB 2, pp. 81–82
- Vocabulary Projectable Transparencias 6–7
- TPRS, pp. 15–21
- Video Script, URB 2, pp. 67–68
- Audio Script, URB 2, pp. 71–75
- Vocabulary Video, DVD 1
- Fine Art Activities, URB 2, pp. 86, 88
- Fine Art Projectable Transparencias 3, 5

Practice

- Practice Games, URB 2, p. 27

Assess

- Reteaching Copymasters, URB 2, pp. 1–2
- Student Book and Workbook Answers, Projectable Transparencias 32–39

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. 89–90

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.

OBJECTIVES

- Talk about daily routines.
- Practice words for telling the time.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 1, p. 89. Read the Cuando escuchas strategy.

TEACH

- (5 min.) Telehistoria escena 1, p. 89. Direct students' attention to the photo and have them guess what is happening in the scene.
- (5 min.) Video Program DVD 1, Unit 2. Show the video for scene 1. Have students listen for the time expressions.
- (5 min.) Audio Program TXT CD 2 track 3. Listen to audio for scene 1.
- (5 min.) Telehistoria escena 1, p. 89. Have students read the dialog out loud for correct pronunciation and intonation.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 3, p. 90. Listen to TXT CD 2 track 3. Call on students to give the answers.
- (10 min.) Nota gramatical, p. 90. Practice time expressions by having students say what time it is now and what time they will say it is in five minutes, twenty minutes, etc.

IEP Modification Have students talk about after school activities. Encourage them to give details by asking questions: “A qué hora es? ¿Qué tienes que hacer?”

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 90. Have students complete the sentences with the appropriate time. Also personalize questions by asking, “¿A qué hora tienes la clase de español?”
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 58

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencias 24–27, 32–39
- Absent Student Copymasters, URB 2, p. 94

Present

- Warm-up Projectable Transparencies 16
- Audio Script, URB 2, pp. 71–75
- Video Script, URB 2, pp. 67–68

Practice

- Video Activities, URB 2, pp. 51–52
- Practice Games, URB 2, p. 28

Assess

- Reteaching Copymasters, URB 2, pp. 1, 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. 91–93

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 1C ask and tell others what they need to, should, or must do in spoken and written conversation.

OBJECTIVES

- Present and practice the verb **tener**.
- Practice lesson vocabulary and expressions of frequency.
- **Recycle:** after school activities, p. 32.

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 91. Read the English Grammar Connection to the class as an introduction to the verb **tener**.

TEACH

- (10 min.) Presentación de gramática, p. 91. Ask students to write sentences using at least three forms of the verb **tener** that describe what they or others in the class have.
- (10 min.) Práctica de gramática, Comparación cultural, p. 92. Have students read about school uniforms, then lead a discussion about whether or not schools should use them.
- (10 min.) Práctica de gramática, Nota gramatical, p. 93. Write expressions of frequency on the board. Emphasize their placement in sentences and compare to English

PRACTICE AND APPLY

- (5 min.) Práctica de gramática, p. 92. For Activity 5, ask six different students to form the required sentences.
- (15 min.) Práctica de gramática, pp. 92–93. Activity 6 can be done individually. Pair students to do Activity 7. Check answers in Activities 6 and 7.

IEP Modification Pair students with good role models in pair work so that they can learn by peer example.

ASSESS AND RETEACH

- (5 min.) Para y piensa: p. 93. Have students answer the questions with the given expressions of frequency.
- Homework: *Cuaderno*, pp. 53–55; *Cuaderno para hispanohablantes*, pp. 54–56.

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39
- Absent Student Copymasters, URB 2, p. 95

Present

- Warm-up Projectable Transparencies 17
- Grammar Presentation Projectable Transparencies 10
- Audio Script, URB 2, pp. 71–75

Practice

- Practice Games, URB 2, p. 29

Assess

- Reteaching Copymasters, URB, pp. 4, 5, 10

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. 94–95

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Practice using **tener** and **tener que** to talk daily activities on different days of the week.
- **Recycle:** Days of the week, p. 18.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 2, p. 94. Read the Cuando lees strategy.

TEACH

- (5 min.) Telehistoria escena 2, p. 94. Direct students' attention to the photo and have them guess what is happening in the scene.
- (5 min.) Telehistoria escena 2. Have students read the dialog out loud for correct pronunciation and intonation.
- (5 min.) Video Program DVD 1, Unit 2. Show the video for scene 2.
- (5 min.) Audio Program TXT CD 2, track 5. Listen to audio for scene 2. Have students listen for the tag questions. Ask them how many they hear.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 8, p. 95. Listen to TXT CD 2, track 5. Call on students to answer the questions.
- (5 min.) Activity 9, p. 95. Have students do the activity in pairs so they can e-mail or text each other.
- (15 min.) Activity 10, p. 95. After students do the activity, have them work in groups to take a survey of responses to three of the items. Then ask them to make a chart of the responses.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 95. Have students complete sentences based on the Telehistoria.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 59

IEP Modification Confirm students' understanding of the task by having them repeat directions orally.

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencias 24–27, 32–39
- Absent Student Copymasters, URB 2, p. 96

Present

- Warm-up Projectable Transparencies 17
- Audio Script, URB 2, pp. 71–75
- Video Script, URB 2, pp. 67–68

Practice

- Practice Games, URB 2, p. 30
- Video Activities, URB 2, pp. 53–54

Assess

- Reteaching Copymasters, URB 2, 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. 96–98

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Present and practice the present tense of regular **-ar** verbs
- Compare English equivalencies.
- Practice pronouncing the **ch** combination.

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 96. Read the English Grammar Connection to the class as an introduction to the Spanish present tense.

TEACH

- (20 min.) Presentación de gramática, p. 96. Write the present-tense **-ar** verb endings on the board in one color. Give students other regular **-ar** verbs and invite them to come up and complete the conjugation in another color to demonstrate that the verb stems are the same in all forms.
- (10 min.) Práctica de gramática, Act. 13, Comparación cultural, p. 97. Have students read the passage. Encourage them to investigate other themes depicted in murals and then to brainstorm answers to *Compara con tu mundo*.
- (5 min.) Pronunciación, p. 98. Listen to TXT CD 2, track 6. Call on students to say the words and the sentence out loud.

IEP Modification If the **ch** sound is unfamiliar to students, allow them extra time to listen to the audio and practice pronunciation.

PRACTICE AND APPLY

- (5 min.) Práctica de gramática, Activity 11, p. 97. Ask different students to form the required sentences.
- (5 min.) Activity 12. Ask other students to complete the paragraph with the correct form of the appropriate verb.
- (15 min.) Práctica de gramática, p. 98. Pair and group students to do the activities.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 98. Change the subjects of each sentence and have students redo the activity.
- Homework: *Cuaderno*, pp. 56–58; *Cuaderno para hispanohablantes*, pp. 57–60.

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39
- Absent Student Copymasters, URB 2, p. 97

Present

- Warm-up Projectable Transparencies 18
- Fine Art Activities, URB 2, p. 85
- Fine Art Projectable Transparencies 2
- Grammar Presentation Projectable Transparencies 11

Practice

- Practice Games, URB 2, p. 31
- Audio Script, URB 2, pp. 71–75

Assess

- Reteaching Copymasters

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. 99–101

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 1C ask and tell others what they need to, should, or must do in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Practice **tener** and **–ar** verbs
- Review school activities vocabulary.

FOCUS AND MOTIVATE

- (5 min.) Telehistoria completa, p. 99. Direct students to read the two Resúmenes as a review the previous Telehistoria scenes.

TEACH

- (10 min.) Video Program DVD 1, Unit 2. Show Telehistoria scenes 1 and 2 as a review before showing scene 3.
- (10 min.) Audio Program TXT CD 2 tracks 3 and 5. Listen to Telehistoria scenes 1 and 2 as a review before listening to scene 3 (TXT CD 2 track 7).
- (5 min.) Telehistoria escena 3, p. 99. Have students read the dialog out loud for correct pronunciation and intonation. Ask them to identify cognates.

IEP Modification Ask for three volunteers to role-play the dialog and encourage the person playing Pablo to use proper intonation and the corresponding facial expressions to show surprise.

PRACTICE AND APPLY

- (15 min.) Comprensión de los episodios, p. 100. Listen to TXT CD 2 tracks 3, 5, and 7 to do Activities 16–17 in pairs. Ask two or three pairs to share their dialogs.
- (5 min.) Activity 19, p. 101. Read Manuel’s schedule and listen to the principal’s message. Audio Program TXT CD 2 tracks 8, 9.
- (10 min.) Activity 20, p. 101. After students have written about their schedules, ask for three volunteers to share what they wrote.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 101. Ask students to complete the exercise writing the correct form of the indicated verbs.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 60
- Homework: *Cuaderno*, pp. 59–60; *Cuaderno para hispanohablantes*, pp. 61–62.

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39
- Absent Student Copymasters, URB 2, p. 98

Present

- Warm-up Projectable Transparencies 18
- Audio Script, URB 2, pp. 71–75
- Video Script, URB 2, pp. 67–68

Practice

- Learning Scenarios
- Conversation Cards
- Video activities, URB 2, pp. 55–56
- Practice Games, URB 2, p. 32

Assess

- Reteaching Copymasters, URB 2, 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
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Pre-AP Resources	Pre-AP Resources

Lectura/Conexiones, pp. 102–104

TEKS

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

OBJECTIVES

- Read about and discuss a school in Mexico.
- Make cultural comparisons.
- Analyze an antique map to learn about an ancient Mexican city.

FOCUS AND MOTIVATE

- (5 min.) Lectura, p. 103. Have students scan the list of classes at Colegio Americano and compare them to the classes they are taking.

TEACH

- (10 min.) Lectura, pp. 102–103. Review the reading strategies before reading the handbook. Have students read the class requirements out loud.
- (5 min.) Audio Program: TXT CD 2 track 10. Listen to the audio for the Colegio Americano handbook.
- (10 min.) Conexiones, p. 104. Have students read the passage El pueblo de Zempoala.

PRACTICE AND APPLY

- (20 min.) Lectura, pp. 102–103. After students read or listen to the audio, ask them to work in pairs to write a similar handbook for your school. They should include a student testimonial and a list of the course requirements for their grade.
- (30 min.) Conexiones, p. 104. Divide students into three subgroups, with each group assigned to one of the Proyectos. Then have them share their projects as a class.

IEP Modification When organizing groups, have stronger students partner with slower-paced learners.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 103. Help students to identify similarities and differences between the international program and their school.
- (15 min.) Culture Quiz, On-level Assessment, p. 61

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39
- Absent Student Copymasters, URB 2, p. 99

Present

- Warm-up Projectable Transparencies 19

Practice

- Lecturas para todos, pp. 12–16
- Lecturas para hispanohablantes
- Practice Games, URB 2, p. 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. 105–107

TEKS

- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Review lesson grammar and vocabulary.

FOCUS AND MOTIVATE

- (10 min.) En resumen, p. 105. 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. 106–107. Do a quick review of how to conjugate **tener** and present tense of **-ar** verbs
- (5 min.) Repaso de la lección, pp. 106–107. Ask personal questions using adverbs of frequency and **-ar** verbs. Ask students to come up with 3–5 questions of their own.

PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 106. Listen to TXT CD 2 track 11 while they do Activity 1.
- (20 min.) Complete activities 2–5, pp. 106–107. You can pair students to complete Activity 5.

IEP Modification Instruct students to answer the items in Activity 5 in Spanish.

ASSESS AND RETEACH

- Homework: Study En resumen, p. 105; *Cuaderno*, pp. 61–72, *Cuaderno para hispanohablantes*, pp. 63–72.
- (50 min.) Lesson Test, On-level Assessment, pp. 62–68

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 24–27, 32–39
- Absent Student Copymasters, URB 2, p. 100

Present

- Warm-up Projectable Transparencies 19
- Audio Script, URB 2, pp. 71–75

Practice

- Practice Games, URB 2, p. 34
- Sing-along Songs Audio CD

Assess

- Review Games Online
- Lesson Test, Modified Assessment, pp. 47–53
- Lesson Test, Pre-AP Assessment, pp. 47–53
- Lesson Test, Heritage Learners Assessment, 53–59

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. 108–112

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.

OBJECTIVES

- Teach classroom vocabulary.
- Teach expressions with the verbs **estar** and **ir**.

FOCUS AND MOTIVATE

- (5 min.) Lesson Opener, p. 108. Read *Compara con tu mundo* and discuss the question.

TEACH

- (10 min.) *Presentación de vocabulario*, pp. 110–111, paragraphs A–D. Read the paragraphs.
- (5 min.) Video Program DVD 1, Unit 2. Show *Vocabulary Presentation* video. Ask students which items mentioned can be found in your classroom.
- (5 min.) Audio Program TXT CD 2, track 12. Listen to *Vocabulary Presentation* audio. Have students note any cognates they hear.

PRACTICE AND APPLY

- (10 min.) Lesson 1 Opener, pp. 108–109. Read *Comparación cultural*. Have students view the photographs and respond to the *¿Qué ves?* questions.
- (5 min.) Listen to TXT CD 2 track 13 to do *¡A responder!* activity, p. 111.
- (15 min.) *Práctica de vocabulario*, p. 112. Allow students to check each other's work on Activities 1 and 2. Pair students to complete Activity 3.

ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 112. Ask students to name their three favorite rooms in school.
- (15 min.) *Vocabulary Recognition Quiz, On-level Assessment*, p. 74
- Homework: *Cuaderno*, pp. 73–75; *Cuaderno para hispanohablantes*, pp. 73–76.

IEP Modification Ask students about their favorite place(s) in school. How do they feel there? Model: “En la cafetería, estoy contento(a)”.

OPTIONAL RESOURCES

Plan

- Absent Student Copymasters, URB 2, p. 101

Present

- Warm-up Projectable Transparencies 20
- Vocabulary Projectable Transparencies 6–7
- TPRS, pp. 22–28
- Video Script, URB 3, pp. 69–70
- Audio Script, URB 2, pp. 76–80
- Vocabulary Video, DVD 1

Practice

- Practice Games, URB 2, p. 35
- Video Activities URB 2, pp. 57–58

Assess

- Reteaching Copymasters, URB 2, pp. 11–12
- Student Book and Workbook Answers, Projectable Transparencies 28–31, 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. 113–114

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Identify words for after school activities.
- Describe classes and classroom objects.
- **Recycle:** class subjects, p. 86

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 1, p. 113. Read the Cuando lees strategy.

TEACH

- (5 min.) Telehistoria escena 1, p. 113. Direct students' attention to the photos and have them guess what is happening in the scene. What class is Pablo in?
- (5 min.) Telehistoria escena 1, p. 113. Have students read the dialog out loud for correct pronunciation and intonation. Encourage them to pay attention to exclamations.
- (5 min.) Video Program DVD 1, Unit 2. Show the video for scene 1. Ask students what emotions are evident among the characters.
- (5 min.) Audio Program TXT CD 2, track 14. Listen to audio for scene 1.

IEP Modification Ask students if they know other words from their country of origin that mean the same thing as **pizarrón**.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 4, p. 114. Listen to TXT CD 2 track 14 to describe what happens in the scene.
- (5 min.) Activity 5, p. 114. Have students work in pairs.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 117. Ask students to write complete sentences. Model: **Pablo y Claudia tienen que estudiar en la biblioteca.**
- (15 min.) Vocabulary Production Quiz, On-level Assessment, p. 75.

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47
- Absent Student Copymasters, URB 2, p. 102

Present

- Warm-up Projectable Transparencies 20

- Audio Script, URB 2, pp. 76–80
- Video Script, URB 2, pp. 69–70

Practice

- Video Activities, URB 2, pp. 59–60
- Practice Games, URB 2, p. 36

Assess

- Reteaching Copymasters, URB 2, pp. 11, 13, 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

Presentación y práctica de gramática 1, pp. 115–117

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Present and practice the uses of the verb **estar**.
- Practice vocabulary to express feelings.
- Practice prepositions of place.

FOCUS AND MOTIVATE

- (10 min.) Presentación de gramática, p. 115. Refer students to page 37 for a review of the verb **ser** and contrast with **estar**.

TEACH

- (10 min.) Presentación de gramática, p. 115. Elicit conjugation of the verb **estar** by stating a subject and allowing students to respond with the correct form.
- (10 min.) Presentación de gramática. Illustrate words of location by placing students at various places in the classroom and describing their relative locations.
- (10 min.) Comparación cultural, Activity 7, p. 116. Lead students in a discussion of the *Compara con tu mundo* question.
- (5 min.) Nota gramatical, p. 117. Make simple statements and have students turn them into questions.

IEP Modification Place different objects, such as a pen, in different places in the classroom. Pair students with a stronger partner to tell where the object is now located. Model: *La pluma está en el libro.*

PRACTICE AND APPLY

- (5 min.) Práctica de gramática, p. 116. Allow students to check each other's work on Activity 6.
- (10 min.) Activity 7. Expand the activity by using a map of your community. Have students say where certain businesses or buildings are located relative to each other.
- (10 min.) Activities 8 and 9, p. 117. Pair students to complete the activities.

ASSESS AND RETEACH

- (5 min.) *Para y piensa*: p. 117. Pair students to talk about where they are and how they are feeling. Model: **Estoy al lado de Jim. Estoy bien.**
- Homework: *Cuaderno*, pp. 53–55; *Cuaderno para hispanohablantes*, pp. 77–79.

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencias 28–31, 40–47
- Absent Student Copymasters, URB 2, p. 103

Present

- Warm-up Projectable Transparencies 21
- Grammar Presentation Projectable Transparencies 12
- Audio Script, URB 2, pp. 76–80

Practice

- Practice Games, URB 2, p. 37

Assess

- Reteaching Copymasters, URB 2, pp. 14–15

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

Gramática en contexto, pp. 118–119

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.

OBJECTIVES

- Practice **estar** in context.

FOCUS AND MOTIVATE

- (2 min.) Telehistoria escena 2, p. 118. Read the Cuando escuchas strategy.

TEACH

- (5 min.) Telehistoria escena 2, p. 118. Direct students' attention to the photos and have them guess what is happening in the scene.
- (5 min.) Video Program DVD 1, Unit 2. Show the video for scene 2. Encourage students to note feelings through the characters' words and facial expressions.
- (5 min.) Audio Program TXT CD 2, track 15. Listen to audio for scene 2.
- (5 min.) Telehistoria escena 2, p. 118. Read dialogue two lines at a time with students, emphasizing expression and intonation.

IEP Modification Pair students to act out two lines of dialogue, changing one word in each exchange.

PRACTICE AND APPLY

- (5 min.) Comprensión del episodio, Activity 10, p. 119. Listen to TXT CD 2, track 15 to determine which statements are false.
- (15 min.) Activities 11 and 12, p. 119. Pair or group students to do the activities. Ask some of them to share their answers with the group.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 119. Have students write three sentences about Pablo and Claudia.
- (20 min.) Grammar Quiz 1, On-level Assessment, p. 76

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencias 28–31, 40–47
- Absent Student Copymasters, URB 2, p. 104

Present

- Warm-up Projectable Transparencias 21
- Audio Script, URB 2, pp. 76–80
- Video Script, URB 2, pp. 69–70

Practice

- Practice Games, URB 2, p. 38
- Video Activities, URB 2, pp. 61–62

Assess

- Reteaching Copymasters, URB 2, pp. 14, 16

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. 120–122

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Present and practice the verb **ir**.
- Practice naming places in school.
- Practice pronouncing the difference sounds of the letter **d**.

FOCUS AND MOTIVATE

- (5 min.) Presentación de gramática, p. 120. Refer students back to page 91 to review conjugating verbs.

TEACH

- (15 min.) Presentación de gramática, p. 120. Elicit conjugation of the verb *ir* by stating a subject and allowing students to respond with the correct form.
- (5 min.) Presentación de gramática. Present the interrogative **¿Adónde (vas)?** Then ask different students where they go after Spanish class or after school.
- (10 min.) Comparación cultural, p. 122. Read *El autorretrato* and have students work in pairs to answer the *Compara con tu mundo* question.

PRACTICE AND APPLY

- (5 min.) Práctica de gramática, p. 121. Allow students to check each other's work on Activity 13.
- (5 min.) Activity 14. Listen to TXT CD 2 track 16 to complete the activity.
- (5 min.) Pronunciación, p. 121. Listen to TXT CD 2 track 17. Have students practice the two pronunciations of the letter **d** out loud.
- (10 min.) Activity 15, p. 122. Pair students to complete the activity. Activity 16 can be set up as an interview between two students.

IEP Modification Before doing speaking activities, allow students time to write down their answers first.

ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 122. Ask students to form sentences.
- Homework: *Cuaderno*, pp. 56–58; *Cuaderno para hispanohablantes*, pp. 80–83.

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47
- Absent Student Copymasters, URB 2, p. 105

Present

- Warm-up Projectable Transparencies 22
- Fine Art Activities, URB 2, p. 87
- Fine Art Projectable Transparencies 4
- Grammar Presentation Projectable Transparencies 13

Practice

- Practice Games, URB 2, p. 39
- Audio Script, URB 2, pp. 76–80

Assess

- Reteaching Copymasters, URB 2, pp. 17, 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

Todo junto, pp. 123–125

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Practice the verbs **ir** and **estar**.
- **Recycle:** telling time, p. 90.

FOCUS AND MOTIVATE

- (5 min.) Telehistoria completa, p. 123. Have students talk about the scene 3 photo. Ask: “¿Dónde están? ¿Cómo están?”

TEACH

- (10 min.) Video Program DVD 1, Unit 2. Show Telehistoria scenes 1 and 2 as a review before showing scene 3.
- (10 min.) Audio Program TXT CD 2 tracks 14 and 15. Listen to Telehistoria scenes 1 and 2 as a review before listening to scene 3 (TXT CD 2 track 18).
- (5 min.) Telehistoria escena 3, p. 123. Have students read the dialog and note the problems that Pablo is experiencing.

IEP Modification Ask students to write a short paragraph that summarizes the Telehistoria storyline in Lesson 2.

PRACTICE AND APPLY

- (20 min.) Comprensión de los episodios, p. 124. Listen to TXT CD 2 tracks 14, 15, and 18 to do Activities 17–18. Allow students to work in pairs.
- (10 min.) Activity 19. Ask students to describe their daily routine with as many details as they can: “¿Qué clases tomas? ¿A qué hora es tu clase favorita? ¿A qué hora vas a la cafetería? ¿Adónde vas después?”
- (10 min.) Activity 20, p. 125. Listen to TXT CD 2 tracks 19 and 20 to determine when Raquel and Mario can study.

ASSESS AND RETEACH

- (5 min.) Para y piensa, p. 125.
- (20 min.) Grammar Quiz 2, On-level Assessment, p. 77
- Homework: *Cuaderno*, pp. 59–60; *Cuaderno para hispanohablantes*, pp. 84–85.

OPTIONAL RESOURCES

Plan

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

- Absent Student Copymasters, URB 2, p. 106

Present

- Warm-up Projectable Transparencies 22
- Audio Script, URB 2, pp. 76–80
- Video Script, URB 2, pp. 69–70

Practice

- Learning Scenarios
- Conversation Cards
- Video activities, URB 2, pp. 63–64
- Practice Games, URB 2, p. 40

Assess

- Reteaching Copymasters, URB 2, pp. 17, 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

Lectura/Proyectos culturales, pp. 126–128

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 3A state and support an opinion or preference orally and in writing.

OBJECTIVES

- Read and discuss descriptions of favorite classes.
- Read about yarn painting in Mexico and rock drawing in the Dominican Republic.

FOCUS AND MOTIVATE

- (5 min.) Lectura, pp. 126–127. Ask students: “¿Cuál es tu clase favorita? ¿Por qué?”

TEACH

- (10 min.) Lectura, pp. 126–127. Read *Mi clase favorita* as a class. Afterward, encourage students to find at least one similarity between the two essays.
- (10 min.) *Proyectos culturales*, p. 128. Prepare materials to do one of the two cultural projects in class.

PRACTICE AND APPLY

- (25 min.) Lectura, *Mi clase favorita*, pp. 126–127. Ask students to write an essay about their favorite class. Call on some students to share their essays.
- (30 min.) *Proyectos culturales*, p. 128. Encourage students to research more about the Huichol and the Taino, especially what other contributions they may have made to modern culture.

IEP Modification Ask students about traditional art forms from other Spanish-speaking countries and have them organize a project to create that art.

ASSESS AND RETEACH

- (5 min.) *Para y piensa*, p. 127.
- (15 min.) Culture Quiz, On-level Assessment, p. 78

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47
- Absent Student Copymasters, URB 2, p. 107

Present

- Warm-up Projectable Transparencies 23

Practice

- Lecturas para todos pp. 17–21
- Lecturas para hispanohablantes

- Practice Games, URB 2, p. 41

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. 129–131

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2B identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Review lesson grammar and vocabulary.

FOCUS AND MOTIVATE

- (15 min.) En resumen, p. 129. 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.
- (5 min.) Repaso de la lección, p. 130. Model sentences with **estar**: “Estoy contento(a).” Then ask: “¿Y tú, cómo estás? ¿Y ella?” etc.
- (5 min.) Repaso de la lección. Model sentences with **ir**: “Esta tarde voy al cine.” Then ask various students: “¿Y tú? ¿adónde vas esta tarde? ¿Y ella?”

PRACTICE AND APPLY

- (5 min.) Repaso de la lección, Activity 1, p. 130. Listen to TXT CD 2 track 22 while they do Activity 1.
- (20 min.) Complete activities 2–5, pp. 130–131.

IEP Modification Instruct students to answer the items in Activity 5 in Spanish.

ASSESS AND RETEACH

- Homework: En resumen, p. 129. *Cuaderno*, pp. 84–95. *Cuaderno para hispanohablantes*, pp. 86–95.
- (50 min.) Lesson Test, On-level Assessment, pp. 79–85

OPTIONAL RESOURCES

Plan

- Student Book and Workbook Answers, Projectable Transparencies 28–31, 40–47
- Absent Student Copymasters, URB 2, p. 109

Present

- Warm-up Projectable Transparencies 23
- Audio Script, URB 2, pp. 76–80

Practice

- Practice Games, URB 2, p. 42
- Sing-along Songs Audio CD

Assess

- Review Games Online
- Lesson Test, Modified Assessment, pp. 60–65
- Lesson Test, Pre-AP Assessment, pp. 60–65
- Lesson Test, Heritage Learners Assessment, 65–71

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

Comparación cultural, Repaso inclusivo, pp. 132–135

TEKS

- 1A ask and respond to questions about everyday life in spoken and written conversation.
- 1B express and exchange personal opinions or preferences in spoken and written conversation.
- 1F participate in written conversation 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 key words and 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.
- 3B describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

OBJECTIVES

- Read personal narratives about school and classes in three different countries.
- Have students compare the favorite classes of the authors with their own favorite classes.
- Ask students to write about their school schedule.

FOCUS AND MOTIVATE

- (2 min.) Comparación cultural, pp. 132–133. Ask students to get out their school schedules to prepare for the writing activity.

TEACH

- (15 min.) Comparación cultural, p. 133. Call on students to read the descriptions of Rafael, Andrea, and Juan Carlos. Encourage them to note similarities between the three in language and theme.
- (5 min.) Audio Program TXT CD 2 track 23. Listen to Rafael, Andrea, and Juan Carlos.
- (5 min.) Comparación cultural, p. 132. Use the writing strategy to guide students in the descriptions of their schedules.
- (10 min.) Repaso inclusivo, pp. 134–135. Review the En resumen pages in Units 1 and 2 to prepare students for Activities 1–7.

PRACTICE AND APPLY

- (10 min.) Comparación cultural, p. 132. Help students increase their cultural awareness by doing the *Compara con tu mundo* activity.
- (5 min.) Repaso inclusivo, p. 134. Listen to TXT CD 2 track 24 to complete Activity 1.
- (35 min.) Repaso inclusivo, pp. 134–135. Complete Activities 2–7.

IEP Modification Allow students to time organize their ideas and write the first draft of their paragraph in English.

ASSESS AND RETEACH

- Homework: *Cuaderno*, pp. 96–98; *Cuaderno para hispanohablantes*, pp. 96–98
- (50 min.) Unit Test, On-level Assessment, pp. 91–97

OPTIONAL RESOURCES**Plan**

- Absent Student Copymasters, URB 2, pp. 110, 111

Present

- Audio Script, URB 2, pp. 76–80

Practice

- Situational Transparencies and Copymasters, Projectable Transparencies 14–15, pp. 1–2
- Family Involvement Activity, URB 2, p. 92

Assess

- Unit Test, Modified Assessment, pp. 71–77
- Unit Test, Pre-AP Assessment, pp. 71–77
- Unit Test, Heritage Learners Assessment, pp. 77–83
- Integrated Performance Assessment, pp. 10-18

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