

## 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 vocabualry 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

#### 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

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

#### 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

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

## Vocabulario en contexto, pp. 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

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

## Presentación y práctica de gramática 1, pp. 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

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

## Gramática en contexto, pp. 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

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



## Presentación y práctica de gramática 2, pp. 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 Transparencias 24–27, 33–39  
Absent Student Copymasters, URB 4, p. 98

#### Present

Warm-up Projectable Transparencias 18  
Grammar Presentation Projectable  
Transparencias 11

Fine Art Activities, URB 4, p. 87

Fine Art Projectable Transparencias 2

#### Practice

Practice Games, URB 4, p. 34

Audio Script, URB 4, pp. 72–77

#### Assess

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

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

## Todo junto, pp. 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 Transparencias 24–27, 33–39  
Absent Student Copymasters, URB 4, p. 99

##### Present

Warm-up Projectable Transparencias 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

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

## Lectura/Conexiones, pp. 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

#### Present

Warm-up Projectable Transparencies 19

### Practice

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

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

## En resumen, Repaso de la lección, pp. 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

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