

Voces por el mundo 4

Pacing Guide

Welcome to *Voces por el mundo 4*!

Voces por el mundo 4 is a continuation of your students' exposure to the exciting experience of learning a second language! Through thematic vocabulary lists, objective-oriented activities, native speaker examples, and engaging authentic materials, students will learn the basic vocabulary they need to interact with people in their new language. Lively photos, cultural notes, travel blogs, and comprehensible authentic resources will take your students on a virtual tour of the places, people, and practices of the Spanish-speaking world.

What's in a chapter?

Voces por el mundo 4 has a wide range of grammatical, interpersonal, cultural, and kinesthetic components to keep your students actively engaged as they learn about the Spanish language and Hispanic cultures. Here's what you will find in *Voces por el mundo 4* with some ideas for how to use them:

Introducción a... This section introduces the country of focus for the chapter. Before diving in, explore the images with your class and ask questions about what they think they will learn about this country. Continue with the country flag, basic facts, and map. To finish off, have students complete the *Encuesta* at the end and compare answers. This page sets the stage for exploring the cultural content woven throughout the rest of the chapter.

Vocabulary and Grammar Pages These sections are the "heart" of the chapter. While they will be the primary focus of the first day of instruction, you will want to spend some time over the first few days reviewing these concepts with your students. You may even wish to break this content into smaller, more manageable chunks that correspond to each day's learning objective and present each subset one day at a time.

Videos y presentaciones This section begins with a four- to eight-minute video featuring a discussion between Pamela and Juan to demonstrate the chapter vocabulary in context. To follow up, you'll find three or four slideshows to further demonstrate the key vocabulary or grammar concepts of the chapter. You might use these as review before assigning the *Pruebas* or chapter *Examen*.

Actividades This section allows students to practice the language learned in the two previous sections. Assign as homework or complete together in class!

Materiales auténticos Each chapter includes several authentic resources to help your students see the interplay between language and culture. Each resource relates back to the vocabulary and grammar themes of the chapter. From commercials and infographics to narrated videos and even television shows, the *Materiales auténticos* are sure to help your students appreciate the real-world applications of their learning.

Viajamos por... This section encourages students to imagine themselves as a tourist in each country. Here you will find maps, videos, panoramas, and travel blogs that will transport your students to the different countries.

Exploración cultural Each chapter includes additional readings, infographics, and videos that explore different cultural points that might not be covered elsewhere in the chapter. This section celebrates what makes each Spanish-speaking culture unique.

Entrevistas Interviews by Cora and Josep, two native Spanish speakers, are included in each chapter. Students will get to know each person as they move through the chapters. These videos are followed up by a speaking activity that gets students answering the same questions answered by the interviewees.

Historias These stories, written by both teachers of Spanish and native speakers, are yet another effective way for students to explore the language in context. Included are pre-reading activities to prepare students for new vocabulary, and post-reading activities to assess comprehension of the stories. There are so many ways to get students involved in the storytelling process: try asking students to take turns reading it aloud, act out the story, draw cartoon strips of story events, write their own alternative ending, and more!

¡Vamos a charlar! Each chapter comes with three or more discussion prompts to get your students conversing in the target language. Pairs of classmates will be able to record and submit conversations on a variety of topics.

Lecturas These embedded readings include three versions of the same story that increase in difficulty. Read these as a class to learn about significant historical and cultural figures of the target countries.

Pruebas Here you will find a short quiz for each of the vocabulary and grammar pages at the start of the chapter.

Capítulo Examen This two-part test allows you to assess students' progress in the target vocabulary and grammar topics of the chapter.

Integrated Performance Assessment In addition to the more traditional *Examen*, we have included this assessment that tests your students in three modes of communication under one scenario. This form of assessment allows students to practice using the language in a real-world context.

Game Center Located in the top toolbar, the Game Center gives your students opportunities to review chapter vocabulary through play. Students can choose to play alone or with a partner in games such as Match, Round Up, and Flash Card Challenge, or you can engage the whole class in a spirited Bloket game.

Pacing Your Course

Below, you will find one option for pacing the material in *Capítulo 1* of *Voces por el mundo 4*. This same pacing could be applied to later chapters and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate. Remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you're saying interesting, then keep going! Don't let a schedule stop you.

Also keep in mind that *Voces por el mundo 4* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

1 Unit = ~3 weeks, 50-minute classes, 5 days a week

Week 1

Monday

Minute	Section	Details	Device
10	Can-Do Pre-Assessment	Introduce Can-Do goals for the chapter and ask students to self-assess their language skills.	Students log in and go to the page.
10	<i>Introducción a Argentina</i>	Project the photos for your class to see and then ask questions like: <i>¿Qué cosas ves representadas en estas fotos?</i> <i>¿Ves algo familiar en estas fotos? ¿Qué?</i> <i>¿Qué tienen de familiar?</i> On the first day of class, you might decide to pose these questions in English.	Project for class.
15	<i>Introducción a Argentina</i>	Take a look at the <i>Información del país</i> section with your students and ask these questions: What information here surprises you? How does this information compare with facts about the United States? How does it compare to other countries you've studied in other classes?	Project for class.
15	<i>Introducción a Argentina</i>	Now, have students fill out the written questions and <i>Encuesta</i> at the end of the page. When they've finished, take	Students log in and go to the page.

		a look at the pie chart and discuss the answers of the class.	
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10	<i>Los viajes por el mundo</i>	You might choose to introduce the <i>Los viajes por el mundo</i> vocabulary by asking students to plan and budget for a trip for themselves and a friend to their favorite Spanish-speaking country. Have students consider the following: How will they get there? How will they travel when they arrive? Where will they stay? What will they do and eat? Ask students to create a plan for their trip using the included vocabulary.	Project for class.
10	<i>Los viajes por el mundo</i> A viajar	Read through this section with your students, listening to the native speaker audio. If you have time, play a game of Pictionary. Draw a picture representing one of the vocabulary words on the board. Ask students to choose the word you are drawing. Choose	Project for class.

		a student volunteer to go next, and repeat for as long as it is enjoyable and helpful!	
10	<i>Los viajes por el mundo</i> <i>Vocabulario</i>	Review the vocabulary by projecting the vocabulary words onto the board. Choose one student to come up and act out one of the words without speaking. Students can raise their hands or write answers on a whiteboard to guess which vocabulary word is being acted out. Whoever guesses correctly can be the next actor or choose a volunteer to play. For an extra challenge, try having students act out more than one word at once!	Project for class.
5	<i>Los viajes por el mundo</i> <i>Vocabulario</i>	Review all the words by playing another game of Pictionary.	Project for class.
15	<i>Actividades</i> <i>Actividades 1, 2 y 3</i>	Have students complete <i>Actividades 1–3</i> and then go over the activities as a class. You might decide to assign <i>Actividades 4–6</i> as homework.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional	Print out Exit Ticket beforehand.

		Resources.	
Wednesday			
5	<i>Los viajes por el mundo</i> <i>Vocabulario</i>	Review the vocabulary by projecting the vocabulary words onto the board. Choose one student to come up and act out one of the words without speaking. Students can raise their hands or write answers on a whiteboard to guess which vocabulary word is being acted out. Whoever guesses correctly can be the next actor or choose a volunteer to play. For an extra challenge, try having students act out more than one word at once! This game can be played at any time throughout the unit as a whole class or in small groups to review and reinforce vocabulary.	Project for class.
5	<i>Narrativas en tiempo: presente, pasado y futuro</i>	Read through the section about regular conjugations in the present tense with your students. Ask students to translate the sample sentences with you, before checking their meaning as a group. Dictate a few sample sentences for students in the present tense and ask them to try to	Project for class. Pencil/paper

		translate them to Spanish.	
5	<i>Narrativas en tiempo: presente, pasado y futuro</i>	Read through the section about regular conjugations in the preterite tense with your students. Ask students to translate the sample sentences with you, before checking their meaning as a group. Dictate a few sample sentences for students in the preterite tense and ask them to try to translate them to Spanish.	Project for class. Pencil/paper
5	<i>Narrativas en tiempo: presente, pasado y futuro</i>	Read through the section about regular conjugations in the imperfect tense with your students. Ask students to translate the sample sentences with you, before checking their meaning as a group. Dictate a few sample sentences for students in the imperfect tense and ask them to try to translate them to Spanish.	Project for class. Pencil/paper
5	<i>Narrativas en tiempo: presente, pasado y futuro</i>	Read through the section about regular conjugations in the future tense with your students. Ask students to translate the sample sentences with you, before checking their meaning as a group. Dictate a few sample sentences for students	Project for class. Pencil/paper

		in the future tense and ask them to try to translate them to Spanish.	
5	<i>Narrativas en tiempo: presente, pasado y futuro</i>	Read through the section about writing narratives in different tenses with your students. Ask students to translate the sample sentences with you, before checking their meaning as a group. Create sentences as a class that include multiple tenses, and translate them to Spanish.	Project for class. Pencil/paper
10	<i>Narrativas en tiempo: presente, pasado y futuro</i>	Ask students to complete the activities on the page. If there is time, go over the answers as a class.	Students log in and go to the page.
10	<i>Actividades</i> Actividades 11, 12 y 13	Have students complete <i>Actividades 11–13</i> and then go over the activities as a class. You might decide to assign <i>Actividades 14–16</i> as homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10	<i>Videos y</i>	To introduce the	Students log in and

	<p><i>presentaciones</i> Video: ¡A viajar!</p>	<p>video vocabulary, have students fill out the pre-viewing activity. You might also play a short vocabulary game: Write the vocabulary words on the board and split the class into two teams. Equip two students with fly swatters, and allow them to take turns swatting the correct vocabulary word as you call them out in English or in Spanish. The team with the most points wins.</p>	<p>go to the page.</p>
10	<p><i>Videos y presentaciones</i> Video: ¡A viajar!</p>	<p>Watch the video with your class twice. The first time, watch without captions and ask students questions about conversation. For the second viewing, turn on the captions.</p>	<p>Project for class.</p>
10	<p><i>Videos y presentaciones</i> Video: ¡A viajar!</p>	<p>Have students complete the post-viewing questions and then go over the activities as a class.</p>	<p>Students log in and go to the page.</p>
20	<p><i>Actividades</i> Actividades 7, 8 y 9</p>	<p>Have students complete <i>Actividades 7–9</i> and then go over the activities as a class. Students may need to finish this as homework.</p>	<p>Students log in and go to the page.</p>
-	<p>Exit Ticket</p>	<p>Have students complete the <i>Boleto de salida – Hoy aprendí</i>, which you can find in the</p>	<p>Print out Exit Ticket beforehand.</p>

		Resource Library under Additional Resources.	
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can identify recommended actions on a bus. I can read and interpret an authentic sign on public transportation.	
10	<i>Videos y presentaciones</i> Presentación: <i>Narrativas en tiempo: presente, pasado y futuro</i>	Use the slideshow to review <i>Narrativas en tiempo: presente, pasado y futuro</i> . Have students work with a partner to answer the questions on the last few slides before you reveal the answers.	Project for class.
10	<i>Materiales auténticos</i> Normas del autobús en Madrid	Ask students to look over the infographic, and to discuss with a partner what they think each sign means in English.	Project for class.
10	<i>Materiales auténticos</i> Normas del autobús en Madrid	As a class, complete questions 1–11.	Students log in and go to the page.
10	<i>Materiales auténticos</i> Normas del autobús en Madrid	Students complete the <i>Conexión personal</i> activity on their own. Students should share their answers with a partner. Take a survey as a class to see who has and has not taken a public bus. This is a	Students log in and go to the page.

		great opportunity to discuss numbers in an authentic context. Have a class discussion about how public transportation is similar and different in Spain from where they live.	
10	<i>Actividades</i> <i>Actividad 10</i>	Have students complete <i>Actividad 10</i> and then go over the activity as a class. Students may need to finish this as homework. If students finish in class, ask them to share their answers with the class or with a classmate.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-asses, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 2			
Monday			
Minute	Section	Details	Device
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand some of what a person from Argentina says in an interview about travel.	
15	<i>El condicional en contexto</i>	Go through the <i>El condicional en contexto</i> , take some time to go over conjugation of regular and irregular verbs in the conditional. Ask students to guess the meaning of example sentences before	Project for class.

		revealing what they mean with the blue hovertext.	
10	<i>El condicional en contexto</i> Diálogos	Listen to the conversation between Ana and Luis about living in Argentina. Ask students to practice the conversation with a partner. More advanced students can change their answers to include different countries, using the conversation as a guide.	Project for class.
15	<i>Actividades</i> Actividades 17, 18 y 19	Have students complete <i>Actividades 17–19</i> . You may choose to assign <i>Actividades 20–22</i> as homework.	Students log in and go to the page.
20	<i>Entrevistas</i> Cora	Watch the video without pausing and ask what the topic of the video is. Then watch again with captions, pausing and asking students to share what they understand about the video. Next, watch the second version of the video, pausing to talk about the questions that pop up during the video and discussing the answers as a class. Finally, ask students to complete the activities on the page on their own.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read and interpret survey results related to travel plans. I can respond to questions about travel.	
10	<i>Actividades</i> Actividad 20	Display <i>Actividad 20</i> on the board. Ask students volunteers to share their answers to the questions, clarifying answers as needed for the class.	Project for class. Students log in and go to the page.
10	<i>Videos y presentaciones</i> Presentación: El condicional en contexto	Students will work on this slideshow with a partner to practice <i>El condicional en contexto</i> . Have them take turns reading the questions and answers. They can also formulate their own <i>El condicional en contexto</i> sentences.	Project for class.
15	<i>Materiales auténticos</i> Las tendencias de viaje post coronavirus	As a class, read over the infographic about <i>Las tendencias de viaje post coronavirus</i> , stopping to clarify where necessary. Ask students to work with a partner to answer the questions about the infographic. Students should answer the <i>Conexión personal</i> question on their own. Discuss answers as	Students log in and go to the page.

		a class or in small groups. Students who finish early can choose a review game from the Voces Game Center.	
15	<i>¡Vamos a charlar!</i> Preguntas personales	Have students complete the <i>Preguntas personales</i> questions in the <i>Vamos a charlar</i> section.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand some of what a person from Spain says in an interview about travel.	
15	<i>El subjuntivo y el indicativo</i>	In this section, students will renew and expand upon their knowledge of <i>El subjuntivo y el indicativo</i> . Go over the rules and examples on this page. Use the examples on the page to emphasize how using the verb in the subjunctive or indicative changes the meaning of the sentence. Ask students to complete the activities on their own. Then go over answers as a class.	Project for class. Students log in and go to the page.
10	<i>Actividades</i> Actividades 23, 24 y 25	Have students complete <i>Actividades 23, 24 y 25</i> . Go over answers as a class after students finish. You may want to consider assigning <i>Actividades 26 y 27</i> as homework.	Students log in and go to the page.
15	<i>Entrevistas</i> Josep	Watch the video without pausing and ask what the topic of the video is. Then watch again with captions, pausing and asking students to share what they understand about the video. Next, watch the second version of the video, pausing to talk about the questions that pop up during the video and discussing the answers as a class. Finally, ask students to complete the activities on the page on their own.	Project for class. Students log in and go to the page.
10	<i>Entrevistas</i> ¿Y tú?	Tell students it is their turn to share their opinions on the topics that Cora and Josep talked about. Display the questions on the board and go over what they mean as a class. Ask students to record their answers on their own. Students should speak all in Spanish if possible, and if not, use a mix of Spanish and English.	Project for class. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess,	Print out Exit

		and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Ticket beforehand.
Thursday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda. I can compare the vacation preferences of Peruvian people with my own. I can read and interpret survey results related to travel preferences.	
15	<i>Materiales auténticos</i> Los gustos de los peruanos	As a class, read over the infographic about <i>Los gustos de los peruanos</i> , stopping to clarify where necessary. Ask students to work with a partner to answer the questions about the infographic. Students should answer the <i>Comparación cultural</i> question on their own. Discuss answers as a class or in small groups. Students who finish early can choose a review game from the Voces Game Center.	Project for class. Students log in and go to the page.
10	<i>Viajamos por Argentina</i> El mapa	Take a look at the map together with your students. Point out some of the major cities, and, if possible, compare them to a map of your state. Then, discuss questions 1–5 as a class before having students complete them on their own.	Project for class. Students log in and go to the page.
15	<i>Viajamos por Argentina</i> Campeonato Federal del Asado	Show the video. You may wish to pause the video and discuss throughout. Otherwise, afterwards, ask students some questions about what they saw. Then, have students answer the questions on their own. Discuss the results of the survey. This is a great way to incorporate numbers authentically into class.	Project for class. Students log in and go to the page.
10	<i>Viajamos por Argentina</i> Panorama: Perito Moreno	Project the panorama on the board and have students log in. View the panorama together as a class, encouraging students to explore the image and respond in their own way to the questions. If they need more words, provide them—writing them on the board as they come up. Make sure you are exploring the panorama with the class, pointing out things in the picture and then talking about it.	Project for class. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display	

		<p>them on the day's agenda.</p> <p>I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational text about a solar train in Argentina.</p> <p>I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.</p>	
30	<i>Lecturas</i> <i>El tren solar de la Quebrada</i>	<p>Ask students if they have heard about solar trains. What do they know about them? You could take the discussion into other forms of sustainable travel. Work through <i>Versión A</i> as a class, asking students what they understand as they go. Remind your class about cognates as they read and show them how the hover translations work. Answer questions 1-5 together.</p> <p>Move on to <i>Versiones B y C</i> as a class. Some of your students may not be ready to work through the final version, so you might decide to come back to this page near the end of the chapter to measure their progress.</p>	Project for class.
15	<i>Viajamos por Argentina</i> <i>Un viaje por Argentina</i>	<p>Look at the photos as a class and ask students “¿Qué ves?” Have students read the article as a class or with a partner and answer the survey. Discuss survey answers and interesting places to visit in Argentina as a class.</p>	Students log in and go to the page.
5	Game Center Voces Match	<p>In the Game Center, go to Voces Match. Choose the current chapter and play a matching game as a class. Ask students to play with a partner or play it on their own as homework.</p>	<p>Project for class.</p> <p>Students log in and go to the page.</p>
-	Exit Ticket	<p>Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i>, which you can find in the Resource Library under Additional Resources.</p>	Print out Exit Ticket beforehand.

Week 3			
Monday			
Minute	Section	Details	Device
10	<i>Historia</i> <i>De la cocina a la cancelación</i> <i>Antes de leer 1, 2 y 3</i>	<p>Tell students they are preparing to read their first story as a class. Introduce each activity, have students complete them on their own, and then go over answers as a class.</p>	<p>Project for class.</p> <p>Students log in and go to</p>

			the page.
15	<i>Historia</i> De la cocina a la cancelación	To prepare students for the story, ask students if they have ever wanted to travel to a different country to learn something new. What did they want to learn? What triumphs and challenges did they face? Read this story aloud for your class, pausing and asking comprehension questions and PQAs as you progress through the story.	Project for class.
10	<i>Historia</i> De la cocina a la cancelación Después de leer 1, 2 y 3	Students log in and complete the activities. Then check the answers as a class.	Students log in and go to the page.
15	<i>Vamos a charlar</i> Interpersonal #1 and #2	Students pair up, read the prompts, and record their responses. They should listen to each other's replies and give peer feedback. When the students are done, listen to the responses as a class and give feedback.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can identify activities I would like to do at a travel destination. I can understand an article about <i>fugazzeta</i>. I can understand some of what someone says in an interview about soccer in Argentina. I can understand an article about a soccer team from Argentina.	
15	<i>Materiales auténticos</i> Guía para visitar las cataratas del Iguazú	As a class, read over the guide for visiting the waterfalls, stopping to clarify where necessary. Ask students to work with a partner to answer the questions on the page. Ask students to answer the <i>Conexión personal</i> questions on their own. Go over answers as a class.	Project for class. Students log in and go to the page.
10	<i>Exploración cultural</i> Fugazzeta	Read over the article as a class, stopping to discuss and clarify where possible. Ask students to answer the questions at the bottom of the page. Ask volunteers to share whether they would like to try <i>fugazzeta</i> , or to share a similar food they have tried.	Project for class. Students log in and go to the page.
15	<i>Exploración</i>	Read over the article and watch the video as a class,	

	<i>cultural</i> Las Murciélagas	stopping to discuss and clarify where possible. Ask students to answer the questions at the bottom of the page. Lead a class discussion about the cultural comparison and personal connection questions. Encourage students to share their answers.	
10	Voces Game Center Blooket	Play a game of Blooket in the Voces Game Center.	Students log in and go to page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can give my opinion on a travel itinerary. I can compare a tourist destination in Argentina and my own community. I can read and interpret a travel itinerary. I can answer questions about a trip. I can plan a trip to Argentina with a friend.	
15	Integrated Performance Assessment	Explain the idea and context of this unit's Integrated Performance Assessment. Tell your students how these types of assessments work and talk through the rubrics. When working through the first Integrated Performance Assessment, some teachers find it helpful to work as a class, or let students work with a partner.	Project for class.
15	Integrated Performance Assessment Interpretive Reading	Have students work through the interpretive reading task. Give them as much time as they need.	Students log in and go to page.
15	Integrated Performance Assessment Interpersonal Speaking	Have students work through the interpersonal speaking task.	Students log in and go to page.
5	Voces Game Center	If students finish early, they should review with the games in the Voces Game Center.	Students log in and go to page.
Thursday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display	

		them on the day's agenda. I can describe a future trip. I can write an essay about the importance of travel.	
20		Review as a class—this might be a game of Jeopardy, practicing conversations, singing the alphabet, counting practice, etc.	
20	Integrated Performance Assessment Presentational Writing	Have students work through the presentational writing task.	Students log in and go to page.
5	Integrated Performance Assessment Can-Do Self-Assessment	Have students work through the self-assessment.	Students log in and go to page.
5	Voces Game Center	If students finish early, they should review with the games in the Voces Game Center.	Students log in and go to page.
	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
5		Review as a class—this might be a game of Blooket in the Voces Game Center, a game of Jeopardy, or practicing conversations. If you choose to play Blooket for review, there are many pre-made sets for Voces users!	
20	<i>Capítulo 1: Examen</i> Parte 1: Evaluación integral	Have students work through this section of the chapter test.	Students log in and go to page.
15	<i>Capítulo 1: Examen</i> Parte 2: A escribir	Have students complete the writing portion of the chapter test.	Students log in and go to page.
10	<i>Exploración cultural</i> Student Choice	Ask students who finish early to pick an interesting topic to read about in the <i>Exploración cultural</i> section or allow students to play an individual game of Blooket in the Voces Game Center.	Students log in and go to page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.