

Voces por el mundo 3

Pacing Guide

Welcome to *Voces por el mundo 3*!

Voces por el mundo 3 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 3 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 3* 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 two- to four-minute video featuring a discussion between Pamela and Juan to demonstrate the chapter vocabulary in context. To follow up, you'll find one or two 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 Blookey game.

Pacing Your Course

Below, you will find one option for pacing the material in *Capítulo 1* of *Voces por el mundo 3*. 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 3* 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 Venezuela</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? ¿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 Venezuela</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 Venezuela</i>	Have students fill out the written questions and <i>Encuesta</i> at the end of the page. When they've finished, take a look at the pie chart and discuss the answers of the class. This is a great time to use numbers in an authentic context.	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-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can interpret a simple description.	
15	<i>Nuevos amigos Adjetivos</i>	You might choose to introduce the <i>Nuevos Amigos</i> vocabulary by asking students to secretly write their name on a piece of paper along with five adjectives from the vocabulary list that describe themselves. Collect these papers. Play a class guessing game by reading the adjectives and asking students to guess which classmate is being described.	Project for class.
15	<i>Nuevos amigos Adjetivos</i>	Continue practicing <i>Nuevos amigos</i> vocabulary by asking students to write «Yo soy» on a notecard, and then to add the one adjective that best describes them to the sentence (example: <i>Yo soy leal.</i>)	Project for class.

		Students can decorate their cards to create a display in class or on a bulletin board.	
10	<i>Nuevos amigos</i> Verbos	Review the verbs 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.
10	<i>Actividades</i> Actividades 1 y 2	Have students complete <i>Actividades 1</i> and <i>2</i> and then go over the activities as a 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.
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 make simple sentences to describe myself.	
10	<i>Nuevos amigos</i> Adjetivos y Vocabulario suplementario	Review yesterday's concepts: Play a quick class game of charades with the adjectives introduced in earlier lessons and the <i>Vocabulario suplementario</i> . After a few rounds of the game as a class, break students up into groups of four to six to play the game on their own.	Project for class.
15	<i>Concordancia de adjetivos</i>	In this section students will renew and expand upon their knowledge of adjective agreement. Go over the rules and examples for adjective agreement on this page and listen to the example conversations on the page. Give examples of adjective agreement sentences that can be found in your classroom. For example, « <i>Hay seis ventanas grandes en la clase</i> », or « <i>Hay 34 estudiantes inteligentes en la clase</i> ». Finally, try the practice activities as a class, or have students complete them individually. Go over the answers as a group when finished if students do the activity individually.	Project for class.
15	<i>Actividades</i> Actividades 3, 4 y 5	Have students complete <i>Actividades 3, 4, and 5</i> and then go over the activities as a class.	Students log in and go to the page.
10	<i>Actividades</i> Actividades 6 y 7	Have students complete <i>Actividad 6</i> on their own, then go over the answers as a class with students	Students log in and go to

		volunteering answers. Allow students to fix any mistakes they made on their own pages. Have students open <i>Actividad 7</i> . Pick one person to describe as an example, then have students complete the rest of the sentences on their own. When completed, ask student volunteers to read one of their sentences, and have the rest of the class guess which person in the picture they are describing. You might consider having students complete the recording at the bottom of the page as homework.	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 presentaciones</i> Video: La familia	Play a vocabulary game to activate prior knowledge: 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.	
10	<i>Videos y presentaciones</i> Video: La familia	To prepare students for the video, have students fill out the pre-reading activity as a class, on their own, or in small groups.	Students log in and go to the page.
10	<i>Videos y presentaciones</i> Video: La familia	Watch the video with your class twice. The first time, watch without captions and ask students questions about the conversation. For the second viewing, turn on the captions.	Project for class.
10	<i>Videos y presentaciones</i> Video: La familia	Have students complete the post-reading questions and then go over the activities as a class.	Students log in and go to the page.
10	<i>Actividades</i> Actividad 8	Have students complete <i>Actividad 8</i> on their own or with a partner. If they finish, ask students to pick a sentence on the page to illustrate. Have students show a partner their picture, and ask their partner to guess which sentence they illustrated.	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.
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display	Project for class.

		<p>them on the day's agenda.</p> <p>I can interpret simple statements about someone's personal characteristics.</p> <p>I can understand a paragraph about a person's family.</p>	
15	<p><i>Videos y presentaciones</i></p> <p>Presentación: Concordancia de adjetivos</p>	Use the slideshow to review <i>Concordancia de adjetivos</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	<p><i>Actividades</i></p> <p>Actividades 9 y 10</p>	Have students complete <i>Actividades 9</i> and <i>10</i> on their own or with a partner, and then go over the activities as a class.	Students log in and go to the page. Project for class.
15	<p><i>Materiales auténticos</i></p> <p>Señales de un buen amigo</p>	As a class, read over the first sign of a good friend, stopping to clarify where necessary. Ask students to read over the rest of the signs of a good friend. Have students write down one thing they think they understood on a whiteboard. Go over answers with the class and clarify the rest of the signs of a good friend.	Project for class. Students log in and go to the page.
10	<p><i>Materiales auténticos</i></p> <p>Señales de un buen amigo</p>	Students complete the activities on the page on their own or with a friend. At the end of class, ask students to share their answer about what the characteristics of a good friend are from the page. Make a list on the board of the characteristics of a good friend.	Students log in and go to the page. Project for class.
-	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.

Week 2			
Monday			
Minute	Section	Details	Device
-		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p>I can determine whether <i>ser</i> or <i>estar</i> should be used in a sentence.</p> <p>I can understand some of what a person from Argentina says in an interview.</p>	Project for class
5	<i>Nuevos amigos</i>	Activate prior knowledge by asking students to	Project for

		write down five characteristics of a bad friend. More advanced students can write entire sentences. Ask volunteers to share their answers with the class.	class
15	«Ser» y «Estar»	In this section students will renew and expand upon their knowledge of <i>ser</i> and <i>estar</i> . Go over the rules and examples on this page. Ask students to complete the activities on their own. Then go over answers as a class.	
15	<i>Actividades</i> Actividades 11, 12, 13, y 14	Have students complete <i>Actividades 11, 12, and 13</i> . You may choose to assign <i>Actividad 14</i> as homework.	Students log in and go to the page.
15	<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.	Project for the class 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			
10	<i>Actividades</i> Actividad 14	Display <i>Actividad 14</i> on the board. Ask students volunteers to share their answers to the questions, clarifying answers as needed for the class.	Project for the class Students log in and go to the page.
15	<i>Videos y presentaciones</i> Presentación: Ser y estar	Students will work on this slideshow with a partner to practice <i>ser</i> and <i>estar</i> . Have them take turns reading the questions and answers. They can also formulate their own <i>ser</i> and <i>estar</i> sentences.	Students log in and go to the page.
15	<i>Materiales auténticos</i> Yulimar Rojas	As a class, read over the information about Yulimar Rojas, stopping to clarify where necessary. Ask students to work with a partner to answer the questions about Yulimar. Students who are finished early can write up a five-sentence description of their favorite athlete. If they have time, they can also draw a picture of the person.	Project for class. Students log in and go to the page.
10	<i>Actividades</i> Actividades 15 y	Have students complete <i>Actividades 15 y 16</i> . You may choose to assign <i>Actividad 16</i> as homework if	Students log in and go to

	16	students do not finish in class.	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.	
15	<i>Nacionalidades</i>	In this section, students will renew and expand upon their knowledge of <i>Nacionalidades</i> . Go over the rules and examples on this page and listen to the example conversations. Ask students to complete the activities on their own. Then go over answers as a class.	Project for class.
10	<i>Actividades</i> Actividades 19, 20, y 21	Have students complete <i>Actividades 19, 20, and 21</i> . Go over answers as a class after students finish. You may want to consider assigning <i>Actividad 19</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 the 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 the class 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			
-		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 use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture.	
15	<i>Materiales auténticos</i> Deyna Castellanos	As a class, read over the information about Deyna Castellanos, stopping to clarify where necessary. Ask students to work with a partner to answer the questions about Deyna. Students who are finished early can write up a five-sentence description of their favorite athlete. If they have time, they can also draw a picture of the person.	Project for class. Students log in and go to the page.
10	<i>Viajamos por Venezuela</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.	Project for the class
15	<i>Viajamos por Venezuela</i> Salto Ángel	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 pages. 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	Game Center Voces Match	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.	Project for the class 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.
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 follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the geography and weather of Venezuela. I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela.	
30	<i>Lecturas</i> La capital de los	Ask students if they have heard of the lightning capital of the world. What do they know about it?	Project for class.

	<i>relámpagos</i>	<p>What do they think about big storms? 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</i> and <i>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>	
10	<i>Viajamos por Venezuela</i> 15 Best Places to Visit in Venezuela	Look at the photos as a class and ask students “¿Qué ves?” Have students read the article with a partner and answer the survey. Discuss survey answers and interesting places to visit in Venezuela as a class.	Students log in and go to the page.
10	<i>Viajamos por Venezuela</i> Panorama: La plaza de Caracas	Project the panorama on the board and have students log in. Complete the questions together as a class, encouraging students to respond in their own ways. 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. If you have extra time at the end, use the panorama to play “Eye Spy” as a class.	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.

Week 3			
Monday			
Minute	Section	Details	Device
-		<p>Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda.</p> <p>I can provide personal information about myself and my friends.</p>	
10	<i>Historias Mis tequeños preciosos</i> <i>Antes de leer 1, 2 y 3</i>	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.	Project for the class. Students log in and go to the page.
15	<i>Historias Mis tequeños preciosos</i>	To prepare students for the story, ask students what their favorite after school snacks are and how they would feel if someone tried to take their snack from	Project for the class. Students log

		them. Read this story aloud for your class, pausing and asking comprehension questions and PQAs as you progress through the story.	in and go to the page.
15	<i>Historias Mis tequeños preciosos Después de leer 1, 2 y 3</i>	Students log in and complete the activities. Then check the answers as a class.	Students log in and go to the page.
10	<i>Vamos a charlar Preguntas personales</i>	Students pair up and listen to the questions and reply. They should listen to each other's replies and give peer feedback. When the students are done, then listen and reply as a class and give feedback	
-	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.
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 answer questions about the Afro-descendant voice in Venezuela. I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela. I can discuss important personality traits.	
10	<i>Materiales auténticos Las nacionalidades</i>	As a class, read over the information on the infographic, stopping to clarify where necessary. Ask students to work with a partner to answer the questions on the page. Go over answers as a class.	Project for class. Students log in and go to the page.
20	<i>Exploración cultural La voz afrodescendiente</i>	Before watching the video, answer the questions at the top of the page. Ask students to predict what they think the video will be about. Next, watch the video, asking students to raise their hands when they hear words or phrases they know. Pause where necessary to clarify during the video. After the video, ask students to answer the questions at the bottom of the page, and then discuss as a class.	Students log in and go to page.
10	<i>Exploración cultural Destino turístico</i>	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 in which festival they would like to participate.	Project for class. Students log in and go to the page.
10	<i>Vamos a charlar</i>	Go over instructions as a class, then have students	Project for

	Interpersonal #1	partner with a classmate and follow the directions in the prompt.	class. 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.
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 answer comprehension questions about the qualities of a good mentor. I can read and interpret an authentic article. I can describe myself and why I would be a good mentor. I can ask and answer questions in a conversation about a mentor program.	
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 they finish early, they should review with the games in the Voces Game Center.	Students log in and go to 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.
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 myself including my strengths and areas for improvement. I can state personal information about myself on an application.	
20		Review as a class—this might be a game of Jeopardy, practice conversations, singing the alphabet, counting practice, etc.	
20	Integrated Performance Assessment Presentational Writing	Have students work through the presentational speaking 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.
-	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 Bloocket in the Voces Game Center, a game of Jeopardy, or practice conversations. If you choose to play Bloocket 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 hablar	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 Bloocket 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.