

# K–2 Teacher's Guide

# Education

# Spanish (Latin America) – Unit 1



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# Leveraging Technology for Language Learning

Our solutions unlock understanding of new languages and cultures. At the core of the Rosetta Stone Foundations philosophy of language learning are two principles: (1) an immersive approach as a highly effective and engaging way for beginners to learn language, and (2) interactive technology as a powerful tool for activating that process.

By leveraging technology in the classroom, teachers can provide access to tools that help students build their foundational language skills. This expands teachers' instructional reach and allows for increased focus on higher order learning in the classroom.

# About Rosetta Stone, Inc.

Today, Rosetta Stone produces the world's leading languagelearning solutions. Rosetta Stone has a long history in language learning and has had strong relationships with thousands of schools and districts across the globe for two decades. For more than 20 years, Rosetta Stone has helped educators in K-12 schools deliver innovative solutions to expand ESL and World language programs essential for students to succeed in a global economy. Since the early days of the first language computer labs, Rosetta Stone has helped forge and leverage the role of technology in the field of language acquisition and learning, a field that continues to expand dramatically.

Our goal is to provide the best research-based languagelearning technology and ensure the success of students, teachers, and administrators. More than 20,000 educational institutions have used our interactive solutions that provide a path that schools and districts can follow with confidence.

For more information, visit RosettaStone.com.

# Welcome, Teachers!



Welcome to the Rosetta Stone Foundations Teacher's Guide created specifically for Kindergarten-2nd grade Spanish Language Learners. We are pleased to have this opportunity to work with you in achieving your goals for the Spanishlanguage classroom.

Given diverse student needs and as student enrollment increases and education standards rise, your work as a teacher in the Spanish-language classroom becomes all the more valuable—and all the more demanding. Rosetta Stone recognizes the need for solutions that are flexible and scalable to the different approaches to teaching Spanish learners. Rosetta Stone's personalized, intuitive, and structured language- learning programs—together with your guidance—are certain to ensure student success.

# Rosetta Stone Foundations Pedagogy

There is no universally agreed-upon "right" way to teach or learn a new language. We understand that learners have different preferences and needs based upon their goals, their learning environments, their timelines, their ages, and other personal characteristics.

With this in mind, language learning in our immersion environment makes it possible for your students to build confidence and develop a solid foundation in everyday conversational skills with a guided, self-paced approach. Rosetta Stone Foundations enables your students, regardless of their ages, abilities, or language backgrounds, to acquire new language skills easily in a rich and dynamic environment.

Rosetta Stone achieves this result by merging immersion instruction with interactive multimedia technology in a step-bystep sequence of Lessons. We combine the voices of native speakers, written text, and vivid real-life images to teach new words and grammar inductively through a process of creative discovery. Students indicate comprehension at every step and the program provides instant feedback—features that enable your students to monitor their own progress and take ownership of their Lessons and their learning.

This individualized, building-block approach gives learners a continuous experience of success from the start. Day after day, they will come to class with the confidence and the language skills to participate in classroom activities. This allows you to focus on using the social, conversational environment of the classroom to prepare learners for communicating in Spanish in everyday life.





# Inside the K-2 Teacher's Guide

The Lesson Plans in this Teacher's Guide offer imaginative strategies to help you integrate the Rosetta Stone® program into your classroom. The engaging activities in each Module allow students the opportunity to activate their new language in age-appropriate exercises with their peers, building their overall confidence to communicate in Spanish.

Lessons in the Teacher's Guide go hand in hand with those in the Rosetta Stone software, allowing you to guide your students in making all-important seamless connections between what they learn while interacting with the computer and what they practice during hands-on classroom activities. Each Lesson is presented in an easy-to-follow format showing the Module's learning objectives, featured vocabulary, recommended materials, approximate time span, and more. We tell you how to prepare ahead, and then guide you through every step of each activity. You'll even see suggestions along the way as to instructional options you may wish to consider.

## Letter of the Day

One featured letter appears in each Module beginning in Unit 1 Lesson 2 of the Teacher's Guide and is used to support students' Spanish literacy development. The Letter of the Day can be a springboard for a variety of classroom activities. For example:

- Discuss other words beginning with the same letter sound and encourage students to use the target words in sentences.
- Use target words to describe the classroom and their own lives.

# Supplementary Materials Description

Rosetta Stone<sup>®</sup> provides a range of supplementary materials for Kindergarten-2nd grade that extend the learning content of the Rosetta Stone Foundations software Lessons to the classroom. These additional materials have been developed in response to customer demand.

#### Student Workbook

The Workbook includes a number of worksheets for each Lesson in the Rosetta Stone Foundations program. These materials help reinforce students' learning and boost their comprehension while introducing writing skills. You may use worksheets to provide your students with additional practice in class or at home.

# Lesson Adaptability

#### Learning Styles and Skills

The language-learning process is unique for each student, so Lessons in the Teacher's Guide offer a range of flexibility. You will find it easy to adapt activities in the Teacher's Guide according to your students' learning styles and strengths.

#### **Elementary Students**

The goal of Rosetta Stone Foundations language-learning software is to enable learners to acquire a language the same way they learned their first language—through complete immersion. Our immersive approach to language learning allows students to experience language learning much the same way as they learn naturally: through constant exposure to the language, consistent correction in pronunciation and vocabulary definition, and manipulations (associating words and objects with meanings). According to the American Council on the Teaching of Foreign Languages, people who are exposed to another language at a young age have the advantage of being more proficient than those who study another language later in life. The early years of life are an excellent period in which to build a language-learning foundation. With this Teacher's Guide, younger learners can be guided to make the most of their natural ability to grasp languages. As you shape Lessons to address young students' unique learning styles, you are preparing a solid foundation for new language acquisition and are allowing the immersive process to feel purposeful. Younger students gain priceless exposure to the language and explore it in a communicative environment when their unique learning styles are addressed.

You should take into account the skill and language levels of your students when planning Lesson adaptations. Brief activities are more likely to keep students productively engaged.

By emphasizing the basic themes of the Lessons and focusing on pictures and tangible items, you will help your students grasp the connection between vocabulary words and their meanings. Imitative activities and choral recitations are excellent ways to encourage students to practice pronunciation individually and in group settings. To make language learning more personal, encourage students to use their language skills in their communities, with English-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom, they may decide to continue practicing and learning on their own.

# Unit 1

# Language Basics

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# Unit 1, Lesson 1, Module A

## Language Training Self-Study: Unit 1, Lesson 1, Screens 1 – 10

Note: This module incorporates a walk-through of the above screens as an introduction to the interactive functionality of the computer-based Language Training. Completing this module with your students prior to asking them to complete the assigned screens can help smooth the way for their initial use of the program. This is also true for modules B and C of Unit 1, Lesson 1.

#### **Teacher-Led Instruction**

**SECTION 1** Hello!

Time: 5 minutes Mission: Introduce Hola, me llamo... Materials: Visual Support Material for Unit 1, Lesson 1, Module A

#### Procedure

Using VSM, introduce vocabulary from Unit 1, Lesson 1, Module A, and additional vocabulary.

- 1. Project VSM page 1 (photo of someone waving hola).
- 2. Introduce yourself to the class by saying "Hola." Have students say "Hola" back, as a group.
- 3. Say "Hola, me llamo..." and insert your name. Repeat to model. Note: "me llamo..." is not yet taught at this point in the online content.
- 4. Go around the room exchanging "Hola." and "Me llamo..." greetings with each student.
- 5. If time, have students practice greetings with a partner.

#### SECTION 2

#### Introduction to Vocabulary Words

10 minutes

Time:

Mission: Introduce un niño, una niña, una mujer, un hombre. Use pictures to contextualize new vocabulary. **Objective:** Students will be able to say and identify new vocabulary. Materials: Visual Support Material for Unit 1, Lesson 1, Module A













#### Vocabulary Introduced:

Hola, me llamo...

#### Vocabularv Introduced:



#### Procedure

Using VSM pages 2-5, introduce vocabulary from Unit 1, Lesson 1.

1. Project VSM page 2 (photo of a boy).

- 2. Point to the picture and say "un niño."
- 3. Have students repeat "un niño"... (with photo still projected). Repeat steps 1-3 for una niña, un hombre, una mujer.
- 4. Project VSM page 6, then 7. Point to pictures in random order and have students say the vocabulary word being shown. (Students can say the words in chorus or to a partner.)



#### **Group Activity**

#### SECTION 1 Introduction to Rosetta Stone Program

Time: 10 minutes Mission: Introduce the students to the Course content and how Screens work. **Objectives:** Students will be able to identify their new vocabulary words.

Students will begin to understand how to use the Rosetta Stone Program. Materials: Language Training content Unit 1, Lesson 1, Screens 1-10

#### Procedure

- 1. Project the screens one at a time to the class.
- 2. On screen 1 and other screens that ask learners to repeat out loud, model speaking in response to the audio prompt, then have the class all speak the words together in response to the audio prompts.
- 3. Demonstrate the use of the audio playback button on the right side of the text boxes to replay the prompting audio.
- 4. For the screens that require matching, mimic the interaction by pointing at the correct images when answering.
- 5. Continue through the content inviting the students to point or call out the correct answers when prompted.
- 6. On Listening screens (9, 10) that don't display text, again demonstrate the use of the audio playback button to replay the prompting audio.







# **Unit 1, Lesson 1, Module A** (continued)

Vocabulary Introduced:

adiós

#### SECTION 2 ¡Adiós!!

Time:5 minutesMission:Introduce adiós.Materials:Visual Support Material for Unit 1, Lesson 1, Module A

#### Procedure

Using VSM page 8, review vocabulary from Unit 1, Lesson 1.

1. Project VSM page 8 (photo of someone waving adiós).

2. Conclude the class by saying "Adiós." Have students say "Adiós" back, as a group.

3. Optional: Go around the room and exchange "Adiós" with each student.















# Unit 1, Lesson 1, Module B

# Language Training Self-Study: Unit 1, Lesson 1, Screens 11-14

Note: This module incorporates a walk-through of the above screens as an introduction to the interactive functionality of the computer-based Language Training. Completing this module with your students prior to asking them to complete the assigned screens can help smooth the way for their initial use of the program. This is also true for modules A and C of Unit 1, Lesson 1.

#### **Teacher-Led Instruction**

#### **SECTION 1 Review greetings**

Time:	5 minutes
Mission:	Review Hola, me Ilamo
Materials:	Visual Support Material for Unit 1, Lesson 1, Module B

#### Procedure

Using VSM page 1, introduce vocabulary from Unit 1, Lesson 1, Module A.

- 1. Project VSM page 1 (photo of someone waving hello).
- 2. Introduce yourself to the class by saying "Hola." Have students say "Hola" back, as a group.
- 3. Say "Hola, me llamo..." and insert your name, gesturing to yourself. Repeat to model. Note: "Hola, me llamo..." is not yet taught at this point in the online content.
- 4. Have students greet one another in pairs, then shuffle pairs and repeat.



#### SECTION 2

Review

Time:	3-5 minutes	
Mission:	Review vocabulary learned in previous Module.	
Objective:	: Students will be able to say and identify previously learned vocabulary in chorus,	
	in pairs, and individually.	
Materials:	Visual Support Material for Unit 1, Lesson 1, Module B	

#### Vocabulary **Reviewed:**

Hola, me llamo...

#### Vocabulary **Reviewed:**

un niño una niña un hombre una mujer

# Unit 1, Lesson 1, Module B (continued)

#### Procedure

Using VSM pages 2-3 review vocabulary from Unit 1, Lesson 1, Module A.

- 1. Project VSM page 2, and, pointing out specific images, ask students to say the word.
- 2. Model the correct pronunciation of the word and have students repeat in chorus.
- 3. Have students say the word to a partner.
- 4. If time, quickly call on each student to say the word.
- 5. Repeat these steps for each review vocabulary word on page 2 and page 3.

#### Vocabulary Introduced:

corre lee come bebe

#### **SECTION 3**

#### Introduction to Vocabulary Words

Time:5-7 minutesMission:Introduce corre (corer), lee (leer), come (comer), bebe (beber).Objective:Students will be able to say and identify new vocabulary.Materials:Visual Support Material for Unit 1, Lesson 1, Module B

#### Procedure

- 1. Project VSM page 4 (photo of a girl running).
- 2. Point to the picture and say, "La niña corre."
- 3. Have students repeat, "La niña corre." . . . (with photo still projected).
- 4. Repeat steps 1-3 for lee, come, and bebe.
- 5. Project VSM page 8, then 9, then 10, then 11. Point to pictures in random order and have students say the vocabulary word being shown. (Students can say the words in chorus or to a partner.)















#### **Group Activity**

**SECTION 1** 



# Introduction to Rosetta Stone Program - continued

Time: 10 minutes

**Mission:** Introduce the students to the Course content and how Screens work.

**Objectives:** Students will be able to identify their new vocabulary words.

Students will strengthen their understanding of how to select the correct image in matching interactions in Language Training.

Materials: Language Training content Unit 1, Lesson 1, Screens 11-14



1. Project the screens one at a time to the class.

- 2. Mimic the online course clicking by pointing at the correct images when answering for the first screen.
- 3. For each other screen in this module, ask a student to come up and point to the correct image. (You may want to do the same screen more than once to give each student a chance.)
- 4. Continue through the content inviting the students to point or call out the correct answers when prompted.
- 5. On Listening screens that don't display text, demonstrate the use of the audio playback button to replay the prompting audio.



#### SECTION 2 Review Goodbye

Time:5 minutesMission:Review adios.Materials:Visual Support Material for Unit 1, Lesson 1, Module B

- 1. Project VSM page 12 (photo of someone waving adios).
- 2. Conclude the class by saying ";Adiós!" Have students say ";Adiós!" back, as a group.
- 3. Optional: Go around the room and exchange "¡Adiós!" with each student.



#### Vocabulary Reviewed:

Adiós

# Unit 1, Lesson 1, Module C

## Language Training Self-Study: Unit 1, Lesson 1, Screens 15 – 21

**Note:** This module incorporates a walk-through of the above screens as an introduction to the interactive functionality of the computer-based Language Training. Completing this module with your students prior to asking them to complete the assigned screens can help smooth the way for their initial use of the program. This is also true for modules A and B of Unit 1, Lesson 1.

#### **Teacher-Led Instruction**

#### **SECTION 1**

#### Review

Time:	3-5 minutes
Mission:	Revisit vocabulary learned in previous lessons.
Objective:	Students will be able to say and identify previously learned vocabulary in chorus,
	in pairs, and individually.
Materials:	Visual Support Material for Unit 1, Lesson 1, Module C

#### Procedure

Using VSM pages 1-4, review vocabulary from Unit 1, Lesson 1, Module B.

- 1. Project image for "Hola" and exchange greetings with the class.
- 2. Project VSM page 2, and, pointing out specific images, ask students to describe each image using appropriate vocabulary in a simple sentence.
- 3. Model the correction pronunciation of each sentence and have students repeat in chorus.
- 4. Have students say the sentence to a partner.
- 5. If time, quickly call on each student to say the sentence.
- 6. Repeat these steps for each image on VSM pages 2-4.

#### Vocabulary Introduced:

las niñas las mujeres los niños los hombres comen beben corren leen

#### SECTION 2

#### Introduction to Vocabulary Words

Ti	me:	5-7 minutes
Mi	ssion:	Introduce las niñas, las mujeres, los niños, los hombres, comen, beben, corren, and
		leen. Use pictures to contextualize new vocabulary.
O	ojective:	Students will be able to say and identify new vocabulary.
Ma	aterials:	Visual Support Material for Unit 1, Lesson 1, Module C













lee (leer) come (comer) bebe (beber)



#### Procedure

- 1. Project VSM page 5 (photo of girls).
- 2. Point to the picture and say "las niñas."



- 3. Have students repeat "las niñas" ... (with photo still projected). Repeat steps 1-3 for las mujeres, los niños, los hombres, Las niñas comen, Las mujeres beben, Los niños corren, and Los hombres leen.
- 4. Project VSM page 13, then 14. Point to pictures in random order and have students say the vocabulary word being shown. (Students can say the words in chorus or to a partner.)



#### **Group Activity**

Time: 10 minutes Mission:

Introduce the students to the Course content and how Screens work. Objective: Students will be able to identify their new vocabulary words. Students will strengthen their understanding of how to use Speaking screens in the Language Training. Materials: Language Training content Unit 1, Lesson 1, Screens 15-21



- 1. Project the screens one at a time to the class.
- 2. Mimic the online course clicking by pointing at the correct images when answering.
- 3. Continue through the content inviting the students to point or call out the correct answers when prompted.
- 4. For the screens that require the students to speak, have each of the students try speaking into the computer to complete the screen. Students may need help passing the screen, and you may need to restart some screens to give each student a turn. Demonstrate the use of the audio playback button to replay the prompting audio.



5. Conclude class by exchanging "¡Adiós!" with the students.



# Unit 1, Lesson 1, Module D

## Language Training Self-Study: Unit 1, Lesson 1, Screens 22 – 35

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

#### **SECTION 1**

Review

las niñas las mujeres los niños los hombres

Vocabulary Reviewed:

Time:	3-5 minutes
Mission:	Revisit vocabulary learned in previous lessons.
Objective:	Students will be able to say and identify previously learned vocabulary in chorus,
	in pairs, and individually.
Materials:	Visual Support Material for Unit 1, Lesson 1, Module D

#### Procedure

Using VSM pages 1-4, review vocabulary from Unit 1, Lesson 1.

- 1. Project VSM page 1, an image for "Hola", and greet the class.
- 2. Project image of terms, and, pointing out specific images, ask students to say a word or sentence that best describes the image.
- 3. Model the correction pronunciation of the word or sentence and have students repeat in chorus.
- 4. Have students say the word or sentence to a partner.
- 5. If time, quickly call on each student to say the word or sentence.
- 6. Repeat these steps for each review vocabulary image.

#### **SECTION 2**

#### Introduction to Vocabulary Words

Time:	5-7 minutes
Mission:	Introduce él, ella, ellas, ellos, nada/nadan (nadar), and cocina/cocinan (cocinar
	Use pictures to contextualize new vocabulary.
Objective:	Students will be able to say and identify new vocabulary.
Materials:	Visual Support Material for Unit 1, Lesson 1, Module D













Vocabulary

Introduced:

él ella

ellas ellos nada cocina





#### Procedure

- 1. Project VSM page 5 (photos of a boy, a boy reading, a boy eating, and a boy running).
- 2. Point to the pictures in order and say "Él es un niño," "Él lee," "Él es un hombre," and "Él corre."
- 3. Have students repeat "Él es un niño," "Él lee," "Él es un hombre," and "Él corre."...(with photo still projected).
- 4. Project VSM page 6 and repeat steps 1-3 for ella.
- 5. Project VSM page 7, then 8, and repeat steps 1-3 for ellas and ellos (photos of children running, children eating, adults drinking, adults reading).
- 6. Use VSM pages 9 and 10 to repeat steps 1-3 for nadar and cocinar.



# **Group Activity:**

Time:

Mission: Introduce the students to the Course content and how Screens work and review lesson vocabulary.

3. Ask one student, a group, or the whole class to tell you who is doing what.

**Objective:** Students will be able to describe and perform actions using vocabulary from the Lesson.

Materials: Visual Support Material for Unit 1, Lesson 1, Module D

- 1. Project VSM page 11 (a composite of 6 images of people cooking, swimming, eating, drinking, running, or reading).
- 2. Point to an image at random.

10 minutes



- 4. Describe an image using Lesson vocabulary (e.g., "El niño nada." "Él nada.") and ask a student to come and point out which image it is.
- 5. Repeat step 4 for each of the images.
- 6. Make up a sentence from the lesson vocabulary and ask one student, a group, or the whole class act out the sentence.
- 7. Optional: Ask each student to write a sentence on an index card and hand them in. Then ask a student to come to the front of the room, pull a card from the stack, and act it out. If the subject is plural, perform with the student and follow her lead. Students raise their hands and call on them to guess the sentence. The first student to get the sentence right will be the next one to perform.
- 8. Conclude the class by exchanging goodbyes with the class.



Notes













# Unit 1, Lesson 2, Module A

# Language Training Self-Study: Unit 1, Lesson 2, Screens 1-9

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

**Note:** Visual Support Images for "Hola" and "Adiós" will continue to be provided at the beginning and end, respectively, for this and all subsequent modules. Their use is optional, and they will no longer be numbered as part of the VSM sequence.

#### **SECTION 1**

Review

Time:	3-5 minutes	
Mission:	Revisit vocabulary learned in previous lessons.	
Objective:	Students will be able to say and identify previously learned vocabulary in	
	chorus, in pairs, and individually.	
Materials:	Visual Support Material for Unit 1, Lesson 2, Module A	

#### Procedure

Using VSM pages 1-3, review vocabulary from Unit 1, Lesson 1.

- 1. Project VSM page 1, and, pointing out a specific image, ask students to produce a sentence describing that image.
- 2. Model the correction pronunciation of the sentence and have students repeat in chorus.
- 3. Have students say the sentence to a partner.
- 4. If time, quickly call on each student to say the sentence.
- 5. Repeat these steps for each review vocabulary image.

#### SECTION 2 Introduction to Vocabulary Words

- Time:5-7 minutes
- Mission: Introduce un sándwich, un huevo, una manzana, pan, café, leche, arroz, and agua. Use pictures to contextualize new vocabulary.
   Objective: Students will be able to say and identify new vocabulary.
   Materials: Visual Support Material for Unit 1, Lesson 2, Module A

#### Vocabulary Reviewed:

él ella ellas ellos nada/nadan (nadar) cocina/cocinan (cocinar)

#### Vocabulary Introduced:

un/una un sándwich un huevo una manzana pan café leche arroz aqua

Vocabulary Practiced:

Es un/una

# **Unit 1, Lesson 2, Module A** (continued)

#### Procedure

1. Project VSM page 4 (photo of a sandwich).

- 2. Point to the picture and say "un sándwich."
- 3. Have students repeat "un sándwich" . . . (with photo still projected).
- 4. Repeat steps 1-3 for un huevo, una manzana, pan, café, leche, arroz, and agua.
- 5. Project VSM page 12, then 13, then 14. Point to images in random order and have students say the vocabulary word being shown. (Students can say the words in chorus or say the word to a partner.)

#### **Group Activity**

Time:	10 minutes
Mission:	Practice vocabulary words.
Objectives	Students will be able to identify their new vocabulary words.
	Students will be able to illustrate one of their new vocabulary words.
	Students will be able to make a sentence using sentence starter, "Es un/una",
	to talk about what they drew.
Matoriala	drag and match acrossic (or images from Support Deck) paper coloring suppli

Materials: drag and match screens (or images from Support Deck), paper, coloring supplies

#### Procedure

- 1. Optional: If an interactive whiteboard is available, engage the whole class in a drag-andmatch activity with the vocabulary words and pictures. Read the term aloud to the class and have students come up and select the picture that shows that word.
- 2. Show VSM page 14 with a picture of each word. Point to each picture and say the word: "una manzana", "un sándwich," etc. Have students repeat each word in chorus.
- 3. Pass out paper and coloring materials. Have students draw a picture of one of the vocabulary words they earned.
- 4. Teach students that we can use the sentence structure "Es un/una..." to tell someone about something. Give a few examples. (Examples: "Es un bolígrafo." "Es una niña." "Es un niño.")
- 5. Have students show their drawing to a partner and use the sentence starter "Es un/una..." to tell their partner what they drew. Have students walk around the room and find a new partner. Have them use "Es un/una..." to tell their new partner what they drew. Repeat this activity 3-5 times.
- 6. If time, have students present their picture to the whole class and use "Es un/una..." to tell what they drew.















#### ALPHABET Letter of the Day



# Time:5-10 minutesMission:Interact with the letter of the day.Objective:Students will be able to enter and illustrate the word "agua" in their<br/>personal dictionaries.Materials:Visual Support Material for Unit 1, Lesson 2, Module A, personal dictionary,

pencils and art supplies if available.

#### Procedure



- 1. Introduce the letter of the day, "A." Project VSM page 15. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "A" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 16 with the letter of the day's corresponding image and word "agua."
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.



- 5. Have students write or trace the word "agua" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "A", name each one, and have the students repeat each word.





Letter of the Day: A

# Unit 1, Lesson 2, Module B

## Language Training Self-Study: Unit 1, Lesson 2, Screens 10 – 12

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### Teacher-Led Instruction

#### **SECTION 1**

Review

Time:	3-5 minutes
Mission:	Revisit vocabulary learned in previous lessons.
Objective:	Students will be able to say and identify previously learned vocabulary in chorus,
	in pairs, and individually.
Materials:	Visual Support Material for Unit 1, Lesson 2, Module B
Objective:	Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.

#### Procedure

1. Using VSM pages 1-3, review vocabulary from Unit 1, Lesson 2, Module A.

2. Project page 1, and, pointing out a specific image, ask students to say the correct word.

3. Model the correction pronunciation of the word and have students repeat in chorus.

- 4. Have students say the word to a partner.
- 5. If time, quickly call on each student to say the word.
- 6. Repeat these steps for each review vocabulary image.

#### **SECTION 2**

#### Introduction to Vocabulary Words

#### Vocabulary Introduced:

Vocabulary Reviewed:

un sándwich

un huevo una manzana

pan café leche arroz aqua

un perro un gato un caballo un pez un carro un periódico una bicicleta

Time:	5-7 minutes
Mission:	Introduce un perro, un gato, un caballo, un pez, un carro, un periódico, and una bicicleta.
	Use pictures to contextualize new vocabulary.
Objective:	Students will be able to say and identify new vocabulary.
Materials:	Visual Support Material Unit 1, Lesson 2, Module B

















partner.)





# **Group Activity**

Time:	10 minutes
	_

Practice vocabulary words. Mission:

2. Point to the picture and say, "Es un perro."

- **Objectives:** Students will be able to identify their new vocabulary words. Students will be able to match a card with a vocabulary word and image to another card with the same word but a different image on it.
- **Materials:** Card sets (printed and cut appendix pages from VSM), optional: interactive whiteboard

3. Have students repeat "Es un perro"...(with photo still projected).

4. Repeat steps 1-3 for un gato, un caballo, un pez, un carro, un periódico, una bicicleta.

5. Project VSM page 11, then 12, then 13. Point to pictures in random order and have students say the vocabulary word being shown. (Students can say the words in chorus or to a



#### Procedure

1. Optional: If an interactive whiteboard is available, engage the whole class in a drag-andmatch activity with the vocabulary words and pictures. Read the term aloud to the class and have students come up and select the picture that shows that word.



- 2. Divide the class into groups of 2-4. Give one set of image cards to each group. Have each group mix up the image cards and place them facedown on a desk.
- 3. The first student in each group should now flip over two cards and say what is on each card. If the same word is on each card, the player can keep the cards and get another turn. If the player doesn't get a match, it's the next student's turn.
- 4. Continue to play until all cards have been taken. Make sure that all students are given turns.
- 5. Give students 4-5 minutes to play the game with their group. At the end of the time, have students try to read the words on all of the cards they collected during the game.



6. Collect image cards.

# **Unit 1, Lesson 2, Module B** (continued)

#### ALPHABET Letter of the Day

- Time: 5-10 minutes
- **Mission:** Interact with the letter of the day.
- **Objective:** Students will be able to enter and illustrate the word "arroz" in their personal dictionaries.
- Materials: Visual Support Material for Unit 1, Lesson 2, Module B, personal dictionary, pencils and art supplies.

#### Procedure

- 1. Introduce the letter of the day, "A." Project VSM page 16. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "A" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 17 with the letter of the day's corresponding image and word "arroz."
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "arroz" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter A name each one, and have the students repeat each word.













Letter of the Day: A











# Unit 1, Lesson 2, Module C

# Language Training Self-Study: Unit 1, Lesson 2, Screens 13 – 24

Note: If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

#### **SECTION 1**

Review

Time:	3-5 minutes
Mission:	Revisit vocabulary le
Objective:	Students will be able

Mission:	Revisit vocabulary learned in previous lessons.	
Objective:	ive: Students will be able to say and identify previously learned vocabulary in	
	chorus, in pairs, and individually.	
Materials:	Visual Support Material Unit 1. Lesson 2. Module C	

#### Procedure

Using VSM pages 1-2, review vocabulary from Unit 1, Lesson 2, Module B.

- 1. Project image of term and ask students to say the word.
- 2. Model the correct pronunciation of the word and have students repeat in chorus.
- 3. Have students say the word to a partner.
- 4. If time, quickly call on each student to say the word.
- 5. Repeat these steps for each review vocabulary word.

#### **SECTION 2**

#### Introduction to Vocabulary Words

- los niños, adulto/adultos, maneja (manejar), rme/duermen (dormir), tiene/tienen (tener). new vocabulary. ontextualize
- **Objective:** Students will be able to say and identify new vocabulary. Materials: Visual Support Material Unit 1, Lesson 2, Module C



Time:	5-7 minutes
Mission:	Introduce <i>un bolígrafo, un libro, l</i> e
	camina/caminan (caminar), duer
	Use pictures to contextualize n

#### Vocabulary **Reviewed:**

un caballo un gato un pez un perro una bicicleta un carro un periódico

#### Vocabulary Introduced:

un bolígrafo un libro adulto/adultos maneja (manejar) camina/caminan (caminar) duerme/duermen (dormir) tiene/tienen (tener)

# **Unit 1, Lesson 2, Module C** (continued)

#### Procedure

1. Project VSM page 3 (photo of a pen).

- 2. Point to the picture and say "un bolígrafo".
- 3. Have students repeat "un bolígrafo" . . . (with photo still projected).
- 4. Project VSM pages 4-9. Repeat steps 1-3 for each word or sentence. Slides 5 and 6 contain images for both singular and plural.
- 5. Project VSM pages 10-11 to practice "tiene" and "tienen." Repeat Steps 1-3 for each phrase.
- 6. Optional: Work through other ways to describe each photo on VSM pages 8-11 using known vocabulary: "La mujer maneja. La adulta maneja. Ella maneja." etc.

#### **Group Activity**

- Time: 10 minutes
- Mission: Practice vocabulary words.
- **Objectives:** Students will be able to identify their new vocabulary words.
  - Students will be able to illustrate sentences containing the new words and words they have previously learned.
- Materials: Paper, pencils, and art supplies; or personal whiteboard and markers

#### Procedure

- 1. Read a sentence to the class that uses the new vocabulary. You can also use vocabulary they know from Unit 1, Lesson 1 or from this lesson's previous modules. Possible examples:
  - a. La mujer come un sándwich.
- e. El perro maneja un carro.

b. El gato bebe leche.c. Los niños duermen.

- f. La niña tiene un libro.
- g. Ellos tienen un periódico.
- d. El niño tiene un bolígrafo.
- 2. After reading the sentence, have students draw a sketch of the sentence.
- 3. Have students show their illustration to a partner and repeat the sentence.
- 4. Repeat this activity with several sentences.















#### ALPHABET Letter of the Day



- Time:5-10 minutesMission:Interact with the letter of the day.
  - **Objective:** Students will be able to enter and illustrate the word "adultos" in their personal dictionaries.
  - Materials: Visual Support Material for Unit 1, Lesson 2, Module C, personal dictionary, pencils and art supplies

#### Procedure



- 1. Introduce the letter of the day, "A." Project VSM page 12. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "A" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 13 with the letter of the day's corresponding image and word, "adultos."
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "adultos" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter A, name each one, and have the students repeat each word.



El niño tiene un g



Letter of the Day: A

# Unit 1, Lesson 2, Module D

## Language Training Self-Study: Unit 1, Lesson 2, Screens 25 – 35

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### Teacher-Led Instruction

#### **SECTION 1**

Review

Time:5-7 minutesMission:Revisit vocabulary learned in previous lessons.Objective:Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.Materials:Visual Support Material for Unit 1, Lesson 2, Module D

#### Procedure

Using VSM pages 1-5, review vocabulary from Unit 1, Lesson 2.

1. Point to image of a particular word and ask students to say the word.

- 2. Model the correction pronunciation of the word and have students repeat in chorus.
- 3. Have students say the word to a partner.
- 4. If time, quickly call on each student to say the word.
- 5. Repeat these steps for each review vocabulary image.

#### **SECTION 2**

#### Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *Es un/una, sí, no,* and ¿*Qué es esto?*. Use pictures and gestures to contextualize new vocabulary. Note: the verb "do" has not yet been taught in the online content, so it may require extra practice.

**Objective:** Students will be able to say and identify new vocabulary. **Materials:** Visual Support Material for Unit 1, Lesson 2, Module D

#### Procedure

1. Project VSM page 6. Ask, "¿Qué es esto?" Use gestures and voice intonation that suggest you are asking a question.

2. Model the response, "Es un niño." Have students repeat, "Es un niño."













un sándwich un huevo una manzana café pan leche arroz agua un perro un gato un caballo un pez un carro un periódico una bicicleta un bolígrafo un libro adultos los niños

Vocabulary Reviewed:

#### Vocabulary Introduced:

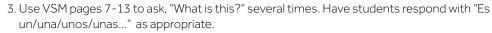
¿Qué es esto? ... Es un/una ... sí no











- 4. Use gestures and pictures to introduce students to the word "no." Show them examples. (Run in place and say, "Estoy corriendo." Stand still and say, "Estoy no corriendo.") Act out several examples using known verbs.
- 5. Use VSM pages 6-13 again to ask yes-or-no questions about each image. Model responses using *sí, no,* and pronouns.

Examples of questions/answers (use supporting images):

6	¿El niño come?	No. Él no come. Él bebe.
7	¿El perro duerme?	No. El perro no duerme. El corre.
8	¿El hombre tiene un libro?	Sí. Él tiene un libro.
9	¿La niña tiene una manzana?	No. Ella no tiene una manzana. Ella tiene un bolígrafo.
10	¿Los niños duermen?	Sí. Ellos duermen.
11	¿Las niñas corren?	No. Ellas no corren.
12	¿El gato nada?	No. El gato no nada. El gato bebe.
13	¿La mujer come arroz?	No. Ella no come arroz. Ella come un sándwich.

#### **Group Activity**

Time:10 minutesMission:Practice vocabulary words.Objective:Students will be able to use yes/no gestures to answer questions.Materials:Visual Support Material for Unit 1, Lesson 2, Module D



#### Procedure

- 1. Introduce/review with students the head gestures we can use for "sí" and "no" nodding and shaking of the head. You may also teach other gestures if culturally appropriate (thumbs up/thumbs down, the American Sign Language gestures for "yes" and "no").
- 2. Allow students to get out of their seats and find a spot to stand (if images are projected, make sure they can still see the projector screen).
- 3. Use VSM pages 14-20 as support to ask questions and have students respond using the gestures you agreed upon for sí and no. Possible questions include:
  - 14. ¿La mujer maneja un carro?
  - 15. ¿El niño tiene un bicicleta?
  - 16. ¿El gato lee un periódico?

- 17. ¿La niña come una manzana?
- 18. ¿El pez nada?
- 19. ¿El perro corre?
- 20. ¿Los niños caminan?

# Unit 1, Lesson 2, Module D (continued)

## (continued)

4. After you ask the question and students respond with gestures, ask students for correct verbal responses (example: "Sí. La mujer maneja un carro.") and have all students repeat each correct response.

#### ALPHABET Letter of the Day

Time:	5-10 minutes
Mission:	Interact with the letter of the day.
Objective:	Students will be able to enter and illustrate the word "bicicleta" in their
	personal dictionaries.
Materials:	Visual Support Material for Unit 1, Lesson 2, Module D, personal dictionary,
	pencils and art supplies

#### Procedure

- 1. Introduce the letter of the day, "B". Project VSM page 21. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "B" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 22 with the letter of the day's corresponding image and word, "bicicleta."
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "bicicleta" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter B, name each one, and have the students repeat each word.













Letter of the Day: B













# Unit 1, Lesson 3, Module A

# Language Training Self-Study: Unit 1, Lesson 3, Screens 1-6

Note: If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

#### **SECTION 1**

Review

Time:	3-5 minutes
Mission:	Revisit voca

Time:	3-5 minutes	
Mission:	Revisit vocabulary learned in previous lessons.	
Objective:	ective: Students will be able to say and identify previously learned vocabulary	
	in chorus, in pairs, and individually.	
Materials:	Visual Support Material for Unit 1, Lesson 3, Module A	

#### Procedure

Using VSM pages 1-3, review vocabulary from Unit 1, Lesson 2.

- 1. Project VSM page 1 and point to an image. Ask, "¿Qué es esto?" and elicit an answer from the class.
- 2. Model the correction pronunciation of the answer and have students repeat in chorus.
- 3. Going around the room, have individual students ask "¿Qué es esto?" about each image on page 1 and have the entire class respond.
- 4. Go back to each image and ask a yes-or-no guestion about each and elicit an answer from the class.
- 5. Model the correction pronunciation of the answer and have students repeat in chorus.
- 6. Repeat steps 3-5 for each review image.

#### Section 2 Introduction to Vocabulary Words

- Time: 5-7 minutes Mission: Introduce azul, blanco, negro, rojo, verde, and amarillo. Use pictures to contextualize new vocabulary. **Objective:** Students will be able to say and identify new vocabulary.
- Materials: Visual Support Material for Unit 1, Lesson 3, Module A

#### Procedure

1. Project VSM page 4 (the color "blue")

2. Point to the picture and say "azul."

#### Vocabulary **Reviewed:**

¿Qué es esto? Es un/una/unos/ unas... comer beber correr leer escribir

#### Vocabulary Introduced:

azul blanco negro rojo verde amarillo

# Unit 1, Lesson 3, Module A (continued)

3. Have students repeat "azul" ... (with photo still projected).

- 4. Repeat steps 1-3 for blanco, negro, rojo, verde, and amarillo.
- 5. Project VSM page 10-15 and have students say the vocabulary word being shown. Then project page 16. Point to pictures in random order and have students say the vocabulary word being shown. (Students can say the words in chorus or to a partner.)
- 6. Optional: You may choose to introduce the word "color" during this activity. "Color" is not taught in the online content until Unit 2, Lesson 4.

#### **Group Activity**

Time:	10 minutes
Mission:	Practice vocabulary words.
Objective:	Students will be able to identify their new vocabulary words.
Materials:	Worksheets (printed appendix page from VSM), crayons or colored pencils

#### Procedure

- 1. Distribute worksheet and art supplies. Project VSM page 17.
- 2. Explain to the students that you will read sentences and they should make their picture fit the description.
- 3. Read the sentences aloud and give students time to color between each sentence.
  - a. La manzana es roja.
  - b. El caballo es negro.
  - c. El gato es blanco.

- e. El pez es azul. f. El libro es verde.

d. El perro es amarillo.

#### Alternate Procedure

- 4. Project an image of the VSM page 17 on a whiteboard or smartboard.
- 5. Choosing a different student each time, have them come up and color an item as you reread each sentence. Have the students repeat the sentence in chorus.
- 6. Optional: If time permits, repeat steps 4-5 switching the colors around for each object.















#### ALPHABET Letter of the Day



Time:5-10 minutesMission:Interact with the letter of the day.Objective:Students will be able to enter and illustrate the word "blanco" in their<br/>personal dictionaries.Materials:Visual Support Material for Unit 1, Lesson 3, Module A, personal dictionary,<br/>pencils and art supplies

#### Procedure



- 1. Introduce the letter of the day, "B." Project VSM page 18. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "B" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 19 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "blanco" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "B", name each one, and have the students repeat each word.



Letter of the Day: B

# Unit 1, Lesson 3, Module B

## Language Training Self-Study: Unit 1, Lesson 3, Screens 7 – 13

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### Teacher-Led Instruction

#### **SECTION 1**

Review

Time:3-5 minutesMission:Revisit vocabulary learned in previous lessons.Objective:Students will be able to say and identify previously learned vocabulary<br/>in chorus, in pairs, and individually.Materials:Visual Support Material for Unit 1, Lesson 3, Module B

#### Procedure

Using VSM pages 1-2, review vocabulary from Unit 1, Lesson 3, Module A.

1. Project page 1, and, pointing out specific images, ask students to say the name of the color.

- 2. Model the correction pronunciation of the color and have students repeat in chorus.
- 3. Have students say the word to a partner.
- 4. If time, quickly call on each student to say the word.
- 5. Repeat these steps for each review vocabulary word.

#### **SECTION 2**

#### Introduction to Vocabulary Words

#### Vocabulary Introduced:

Vocabulary

Reviewed:

azul

blanco

negro

verde

amarillo

rojo

una pelota es/son (ser) Time:5-7 minutesMission:Introduce una pelota, es

Mission:Introduce una pelota, es/son (ser). Use pictures to contextualize new vocabulary.Objective:Students will be able to say and identify new vocabulary.Materials:Visual Support Material for Unit 1, Lesson 3, Module B

#### Procedure

1. Project VSM page 3 (photo of a ball).

- 2. Point to the picture and say "una pelota". Have students repeat "una pelota"...(with photo still projected).
- 3. Project VSM page 4 and say "La pelota es roja."





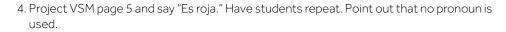














6. Project VSM page 10, then 11. Have students say a sentence using the correct noun and verb, then using the correct pronoun and verb. (Students may say the sentences in chorus

5. Repeat for VSM pages 6-9 to practice the use of "es" and "son".

#### **Group Activity**

or to a partner.)



Time:	10 minutes
<b>Mission:</b> Practice vocabulary words and subject/verb agreement.	
<b>Objectives:</b> Students will be able to use new vocabulary in sentences.	
	Students will be able to determine whether a word is singular or plural and
	should use "es" or "son".
Materials:	VSM pages 12-20

#### Procedure



- 1. Write the sentence frames, "El\_\_\_\_\_\_es \_\_\_\_\_." "La \_\_\_\_\_es \_\_\_\_\_." Los \_\_\_\_\_\_son \_\_\_\_\_." "Las \_\_\_\_\_\_son \_\_\_\_\_." "Es \_\_\_\_\_\_." and "Son \_\_\_\_\_\_." on the right side of the board for the students to refer to. Read the sentence frames once. Then re-read them filling in the blanks with different examples, projecting VSM 12 and 13: "La manzana es roja." "Es roja." "Las manzanas son verdes."
- 2. Keep the sentence frames on the board or anywhere students can see them.



4. Project VSM page 12. Explain to the students that you are going to show them some pictures and they will need to identify the correct colors and choose the correct sentence frames. The first student chooses from the first set of frames. Students should verbally share their sentence with their partners. Partners respond with a sentence using, "Es \_\_\_\_\_\_." or "Son \_\_\_\_\_\_." Partners can take turns with who goes first and who

responds.

3. Divide students into pairs.

5. Choose two or three students to share their sentence aloud.



6. Repeat steps 4-5 with VSM pages 13-20 (you may also use images from previous modules or lessons or objects in the classroom).



## Unit 1, Lesson 3, Module B (continued)

#### ALPHABET

#### Letter of the Day

- Time: 5-10 minutes
- Mission: Interact with the letter of the day.
   Objective: Students will be able to enter and illustrate the word "bolígrafo" in their personal dictionaries.
   Materials: Visual Support Material for Unit 1, Lesson 3, Module B, personal dictionary, pencils and art supplies

#### Procedure

- 1. Introduce the letter of the day, "B." Project VSM page 21. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "B" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 22 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "bolígrafo" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "B", name each one, and have the students repeat each word.













Rosetta Stone K–2 Teacher's Guide | Spanish (Latin America)

Letter of the Day: B











## Unit 1, Lesson 3, Module C

## Language Training Self-Study: Unit 1, Lesson 3, Screens 14 – 19

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

#### **SECTION 1**

Review

Time:	3-5 minutes
Mission:	Revisit vocabulary learned in previous lessons.
Objective:	Students will be able to say and identify previously learned vocabulary in chorus,
	in pairs, and individually.
Materials:	Visual Support Material for Unit 1, Lesson 3, Module C
Procedure	

Using VSM pages 1-2, review content from Unit 1, Lesson 3, Module B.

- 1. Project page 1, and, pointing out specific images, ask students to say sentences for each ("La bicicleta es amarilla. Es amarilla." etc.).
- 2. Model the correction pronunciation of the sentences and have students repeat in chorus.
- 3. Have students say the sentence to a partner.
- 4. If time, quickly call on each student to say the sentence.
- 5. Repeat these steps for each review image.

# sol SE

SECTION 2
Introduction to Vocabulary Words

	Time:	5-7 minutes
	Mission:	Introduce pasto, cielo, luna, sol, and flor. Use pictures to contextualize
		new vocabulary.
Objective: Students will be able to say and identify new voca		Students will be able to say and identify new vocabulary.
	Materials:	Visual Support Material for Unit 1, Lesson 3, Module C

#### Vocabulary Reviewed:

es/son (ser) amarillo rojo una bicicleta un pez

#### Vocabulary Introduced:

pastc
cielo
luna
sol
flor

## **Unit 1, Lesson 3, Module C** (continued)

#### Procedure

- 1. Project VSM page 3 (photo of grass).
- 2. Point to the picture and say "pasto."
- 3. Have students repeat "pasto" . . . (with photo still projected).
- 4. Repeat steps 1-3 for cielo, luna, sol, and flor.
- 5. Project VSM page 8, then 9. Point to pictures in random order and have students say the vocabulary word being shown. (Teacher can decide to have students say the words in chorus or say the word to a partner.)

#### **Group Activity**

#### Vocabulary Practiced:

big small

**Mission:** Practice vocabulary words and subject/verb agreement. **Objective:** Students will be able to use new vocabulary in sentences.

Students will be able to determine whether an item is "grande" or "pequeño" and whether it uses "es" and "son".

Materials: VSM pages 10-16

#### Procedure

- 1. Write the sentence frames, El \_\_\_\_\_\_es \_\_\_\_\_." "La \_\_\_\_\_es \_\_\_\_\_." Los \_\_\_\_\_\_son \_\_\_\_\_." "Las \_\_\_\_\_\_son \_\_\_\_\_." on the board for the students to refer to. Read the sentence frames once.
- 2. Optional: Add the sentence frames "Es \_\_\_\_\_." and "Son\_\_\_\_." for additional practice.
- 3. Keep the sentence frames on the board or anywhere students can see them.
- 4. Project VSM page 10 a photo of a flower, and have everyone say "una flor."
- 5. Project VSM pages 11-12 and model the use of "pequeño" and "grande" in the sentence frames using "flor" and "flores." Have students repeat the sentences in chorus.
- 6. Optional: Use the second set of sentence frames for additional practice. Have students repeat the sentences in chorus.
- 7. Divide students into pairs.
- 8. Explain to the students that you are going to show them some pictures and they will need to fill out the sentence frames to describe the items as "grande" or "pequeño."
- 9. Students should verbally share their sentence with their partners.

















10. Optional: Partners respond with a sentence using, "Es\_\_\_\_\_." or "Son\_\_\_\_\_." Or "Son\_\_\_\_\_." Or "Son\_\_\_\_\_."

11. Project VSM page 13 and have students fill out the sentence frames with their partners.

- 12. Choose two or three students to share their sentences aloud.
- 13. Repeat steps 11-12 with VSM pages 14-20. (You may also use images from previous modules or lessons or objects in the classroom.)

#### ALPHABET Letter of the Day



- Time:5-10 minutesMission:Interact with the letter of the day.Objective:Students will be able to enter and illustrate the word "carro" in their personal dictionaries.Materials:Visual Support Material for Unit 1, Lesson 3, Module C; personal dictionary,
  - pencils and art supplies



#### Procedure

- 1. Introduce the letter of the day, "C." Project VSM page 21. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "C" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 22 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "carro" on the page and draw a picture to illustrate the word.
- 6. Have students show the teacher or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "C", name each one, and have the students repeat each word.



Letter of the Day:

Notes













## Unit 1, Lesson 3, Module D

## Language Training Self-Study: Unit 1, Lesson 3, Screens 20 – 29

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

#### **SECTION 1**

Review

Time:	3-5 minutes		
Mission:	<b>Mission:</b> Revisit vocabulary learned in previous lessons.		
Objective:	Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.		
Materials:	Visual Support Material for Unit 1, Lesson 3, Module D		
<b>Procedure</b> Using VSM pages 1-2, review vocabulary from Unit 1, Lesson 3, Module C.			
1. Project page 1, and, pointing out specific images, ask students to say the word.			
2. Model the correction pronunciation of the word and have students repeat in chorus.			
3. Have students say the word to a partner.			

- 4. If time, quickly call on each student to say the word.
- 5. Repeat these steps for each review vocabulary word.

### Section 2

#### Introduction to Vocabulary Words

Time:5-7 minutesMission:Introduce doctora/médico, maestro/a, policía, and alumno/a. Use pictures to<br/>contextualize new vocabulary.Objective:Students will be able to say and identify new vocabulary.Materials:Visual Support Material for Unit 1, Lesson 3, Module D

#### Procedure

1. Project VSM page 3 (photo of a doctor).

2. Point to the picture and say "una doctora."

3. Have students repeat "una doctora" . . . (with photo still projected).

4. Repeat steps 1-3 for maestro, policía, and alumno.

#### Vocabulary Reviewed:

pasto cielo luna sol flor

#### Vocabulary Introduced:

doctora/médico maestro/a policía alumno/a

## Unit 1, Lesson 3, Module D

(continued)

5. Project VSM page 7, then 8. Point to pictures in random order and have students say the vocabulary word being shown. (Students can say the words in chorus or say the word to a partner.)

#### **Group Activity**

	Time:	10 minutes
Mission: Practice vocabulary words		Practice vocabulary words.
	<b>Objective:</b>	Students will be able to identify their new voca
		able to illustrate sentences containing the new

- **Dbjective:** Students will be able to identify their new vocabulary words. Students will be able to illustrate sentences containing the new words and words they have previously learned.
- **Materials:** Visual Support Material for Unit 1, Lesson 3, Module D, dry-erase markers, whiteboard

#### Procedure

1. Write the following sentence starters on the whiteboard.

a. Ella es \_\_\_\_\_. b. Él es \_\_\_\_\_. c. Ellos son \_\_\_\_\_.

- 2. Have students get into a circle. Explain that you will go around the circle and each person will make a sentence using the starters on the board. (You may pass a stuffed animal or ball around the circle, or have students toss to one another, as a turn indicator.
- 3. On each student's turn, project one of the images from VSM pages 9-17.
- 4. Have the student fill in the rest of the sentence on the board with the correct profession. If students are writing the sentences on the board, have them verbally share their sentence after writing them. Note that you may need to use images more than once to give everyone a turn.















#### ALPHABET Letter of the Day



Time:5-10 minutesMission:Interact with the letter of the day.Objective:Students will be able to enter and illustrate the word "caballo" in their<br/>personal dictionaries.Materials:Visual Support Material for Unit 1, Lesson 3, Module D, personal dictionary,<br/>pencils and art supplies

#### Procedure



- 1. Introduce the letter of the day, "C." Project VSM page 18. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "C" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 19 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.



- 5. Have students write or trace the word "caballo" on the page and draw a picture to illustrate the word.
- 6. Have students show the teacher or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "C", name each one, and have the students repeat each word.





Letter of the Day:

## Unit 1, Lesson 3, Module E

## Language Training Self-Study: Unit 1, Lesson 3, Screens 30 – 37

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### Teacher-Led Instruction

#### **SECTION 1**

Review

Time:3-5 minutesMission:Revisit vocabulary learned in previous lessons.Objective:Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.Materials:Visual Support Material for Unit 1, Lesson 3, Module E

#### Procedure

Using VSM pages 1-2, review vocabulary from Unit 1, Lesson 1, Module D.

- 1. Project page 1 and, pointing out specific images, ask students to name the person's occupation.
- 2. Model the correction pronunciation of the word and have students repeat in chorus.
- 3. Have students say the word to a partner.
- 4. If time, quickly call on each student to say the word.
- 5. Repeat these steps for each review vocabulary word.

#### **SECTION 2**

#### Introduction to Vocabulary Words

Time: Mission:	5-7 minutes Introduce <i>yo, usted, nosotros,</i> and <i>¿Qué está haciendo…</i> ?. Use pictures to
	contextualize new vocabulary.
Objective:	Students will be able to say and identify new vocabulary.
Materials:	Visual Support Material for Unit 1, Lesson 3, Module E

#### Procedure

1. Use gestures to talk to students about *yo, usted,* and *nosotros.* Point to yourself and say, "yo." Have students mimic the gestures and repeat "yo."













#### Vocabulary Introduced:

Vocabulary Reviewed:

maestro/a policía

alumno/a

doctora/médico

yo, uste nosotros ¿Qué está haciendo...?









- 2. Point to yourself and say, "Yo soy un hombre./una mujer." "Yo soy maestra." (using words to describe yourself). Then say, "Yo soy alumno." Have students mimic the gesture and repeat, "Yo soy alumno."
- 3. Point to a student and say, "usted." Have students mimic the gesture and say, "usted." Note: Although the formal "usted" is taught and used in the online content, you may want to use the informal "tú" in this exercise if you prefer to use the informal in your classroom.
- 4. Point to a student and say, "Usted es un niño." Repeat with, "Usted es una niña." Repeat with "Usted es un alumno."
- 5. Have students point to you and say, "Usted es un maestro."
- 6. Use a gesture that represents "we" and say, "nosotros."
- 7. Have students mimic the gesture and repeat, "nosotros."
- 8. Bring several students to the front of the class and hand them each a similar object like a book or pen.
- 9. Repeat the "we" gesture and say, "Nosotros tenemos libros."
- 10. Have students mimic the gesture and repeat, "Nosotros tenemos libros."
- 11.Project the first image of a woman reading (VSM page 3). Point to the woman. Raise hands and shrug shoulders (or use another culturally appropriate gesture that represents questioning) and say "¿Qué está haciendo la mujer?"
- 12. Have students mimic the gesture and say, "¿Qué está haciendo la mujer?"
- 13. Project the second image of the woman reading (VSM page 4). Answer with, "Ella lee."
- 14. Have students repeat, "Ella lee."
- 15. Repeat steps 11-14 with VSM pages 5-8.





## Unit 1, Lesson 3, Module E

### (continued)

#### **Group Activity**

Time:	10 minutes

Mission: Practice vocabulary words.

Objective: Students will be able to identify their new vocabulary words. Students will be able to ask and answer questions that contain their new vocabulary words.
 Materials: Visual Support Material for Unit 1, Lesson 3, Module E

#### Procedure

- 1. Project VSM page 9.
- 2. Have students stand up.
- 3. Explain to students that they are going to find a partner. You will ask a question. One student will repeat the question, then the other student will answer.
- 4. After each question the students will have ten seconds to find a new partner.

#### Sample Questions/Answers (use VSM pages 9-16)

- a. ¿Qué está haciendo el niño?/ Él come.
- b. ¿Qué está haciendo la niña? / Ella duerme.
- c. ¿Qué está haciendo el gato? / Él bebe.
- d. ¿Qué está haciendo el niño? Él cocina.
- e. ¿Qué está haciendo el perro? / Él come.

#### ALPHABET Letter of the Day

#### Time: 5-10 minutes

**Mission:** Interact with the letter of the day.

- **Objective:** Students will be able to enter and illustrate the word "cielo" in their personal dictionaries.
- Materials: Visual Support Material for Unit 1, Lesson 3, Module E, personal dictionary, pencils and art supplies

#### Procedure

- 1. Introduce the letter of the day, "C." Project VSM page 17. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "C" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 18 with the letter of the day's corresponding image and word.













Letter of the Day:



- ¡Adiós!
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "cielo" on the page and draw a picture to illustrate the word.
- 6. Have students show the teacher or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "C," name each one, and have the students repeat each word.

## Unit 1, Lesson 4, Module A

## Language Training Self-Study: Unit 1, Lesson 4, Screens 1-5

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

#### **SECTION 1**

Review

¿Qué está haciendo...?

Vocabulary

**Reviewed:** 

Time:3-5 minutesMission:Revisit vocabulary learned in previous lessons.Objective:Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.Materials:Visual Support Material for Unit 1, Lesson 4, Module A

#### Procedure

Using VSM pages 1-2, review vocabulary from Unit 1, Lesson 3, Module E.

- 1. Project VSM page 1, and, pointing out specific images, ask students "¿Qué está haciendo...?" and elicit an answer.
- 2. Model the correction pronunciation of the answer and have students repeat in chorus.
- 3. Have students say the sentence to a partner.
- 4. If time, quickly call on each student to say the sentence.
- 5. Repeat these steps for each review image.

#### **SECTION 2**

Time:

Mission:

#### Introduction to Vocabulary Words

#### Vocabulary Introduced:

uno dos tres cuatro cinco seis













## 5-7 minutes Introduce *uno, dos, tres, cuatro, cinco,* and *seis.* Use pictures to contextualize new vocabulary.

**Objective:** Students will be able to say and identify new vocabulary. **Materials:** Visual Support Material for Unit 1, Lesson 4, Module A

#### Procedure

1. Project VSM page 3 (the number 1).

- 2. Point to the picture and say, "uno."
- 3. Have students repeat, "uno"...(with photo still projected).



- 4. Repeat steps 1-3 for dos, tres, cuatro, cinco, and seis (go in order).
- 5. Project VSM page 9 (digit 1 with one item).
- 6. Point to the image and say, "una bicicleta."
- 7. Have students repeat "una bicicleta."
- 8. Repeat steps 5-7 for dos, tres, cuatro, cinco, and seis (go in order).
- 9. Project VSM page 15 and practice counting to six with the students.
- 10. Flip through VSM images 3-14 from slide deck in random order and have students say the number being shown. (Students can say the numbers in chorus or to a partner).



#### **Group Activity**

Time:	10 minutes
Mission:	Practice vocabulary words.
Objective:	Students will be able to identify their new vocabulary words.
Materials:	Index cards with the numbers 1-6 and with the words 1-6 (one for each student
	so that half the class has words and half has numerals)



#### Procedure

- 1. Shuffle the cards and pass out one to each student.
- 2. Have students walk around the classroom to try to find the match for their number. (Students with words look for students with numbers and vice versa.)
- 3. Once they find a match, partners should take turns saying their number to each other.
- 4. As time allows, reshuffle and continue this game for several rounds.



5. Optional: If your classroom setup does not allow for students to safely move around and find new partners between rounds, students can be given a stack of cards and play with the same partner the entire time. They can take turns showing a card to their partner and having the partner say the number aloud and/or find the matching card in their stack.

#### **Optional Game**



Have the entire class stand and form a circle. Choose a student to begin. Go around the circle and have students count (each student says one number). The student that ends up with the number six sits down. Then start over at one again. Keep going around the circle until there is only one student standing.

## Unit 1, Lesson 4, Module A (continued)

#### ALPHABET Letter of the Day

- Time: 5-10 minutes
- **Mission:** Interact with the letter of the day.
- **Objective:** Students will be able to enter and illustrate the word "chocolate" in their personal dictionaries.
- Materials: Visual Support Material for Unit 1, Lesson 4, Module A, personal dictionary, pencils and art supplies

#### Procedure

- 1. Introduce the letter of the day, "Ch" Project VSM page 16. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "Ch" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 17 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "chocolate" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "Ch", name each one, and have the students repeat each word.













Letter of the Day: Ch

N	ot	es
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## Unit 1, Lesson 4, Module B

## Language Training Self-Study: Unit 1, Lesson 4, Screens 6 – 13

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### Teacher-Led Instruction

#### **SECTION 1**

Review

Time:3-5 minutesMission:Revisit vocabulary learned in previous lessons.Objective:Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.Materials:Visual Support Material for Unit 1, Lesson 4, Module B

#### Procedure

Using VSM pages 1-6, review vocabulary from Unit 1, Lesson 4, Module A.

- 1. Project page 1, and ask students to say the correct phrase, including number and noun.
- 2. Model the correction pronunciation of the phrase and have students repeat in chorus.
- 3. Have students say the phrase to a partner.
- 4. If time, quickly call on each student to say the phrase.
- 5. Repeat these steps for each review item.

#### **SECTION 2**

#### Introduction to Vocabulary Words

#### Vocabulary Introduced:

Vocabulary Reviewed:

uno

dos tres

cuatro

cinco

seis

cama celular llave mesa hay Time:5-7 minutesMission:Introduce cama, celular, llave, mesa, and hay. Use pictures to contextualize new vocabulary.Objective:Students will be able to say and identify new vocabulary.Waterials:Visual Support Material for Unit 1, Lesson 4, Module B

#### Procedure

- 1. Project VSM page 7 (photo of a bed).
- 2. Point to the picture and say "una cama."
- 3. Have students repeat "una cama" . . . (with photo still projected).
- 4. Repeat steps 1-3 for celular, llave, and mesa.



















6. Project VSM page 12 and say "Hay cuatro llaves." and have students repeat.

- 7. Repeat steps 5 and 6 with pages 13 and 14.
- 8. Project VSM page 15. Point to each photo and ask students "¿Cuántas [noun] hay?" (Students can respond in chorus or to a partner.)
- 9. Project VSM page 16. Point to each photo and have students both ask the question "¿Cuántas [noun] hay?" and respond with an answer. (Students can respond in chorus or to a partner.)



Cuántas

manzanas ha

#### **Group Activity**

Time: 10 minutes

- Mission: Practice vocabulary words.
- **Objectives:** Students will be able to identify their new vocabulary words. Students will be able to illustrate their new vocabulary words. Students will be able to follow verbal instructions that include their new vocabulary words.
- **Materials:** Printed copies of VSM pages 17-22 or other images of familiar objects from previous VSM sets, Rosetta Stone Flashcards or Rosetta Stone Memory Cards; paper and art supplies

#### Procedure

This activity may require explaining the directions and modeling a few times before asking students to work independently.



- 1. Divide students into pairs and give each student an image.
- 2. Distribute art supplies and paper.
- 3. Put sentence frame "Hay \_\_\_\_\_." on the board or somewhere that all students can see.
- 4. Partner A will look at his/her first card and say a sentence to describe what is pictured. (Example: "Hay una celular.")



- 5. Partner B will try to draw what Partner A described.
- 6. Optional: for more advanced students, have them give more specific descriptions. Example: "Hay una flor. Es grande. Es amarilla y negra.")
- 7. After Partner B finishes his sketch, Partner A will reveal the card and both partners will check to see if the drawing matches the card.

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## Unit 1, Lesson 4, Module B

## (continued)

8. Partners will switch roles and follow the same steps for Partner B's first image card.

9. As time allows, redistribute images and have students repeat steps 4-8.

#### ALPHABET

#### Letter of the Day

Time: 5-10 minutes

**Mission:** Interact with the letter of the day.

- **Objective:** Students will be able to enter and illustrate the word "dos" in their personal dictionaries.
- Materials: Visual Support Material for Unit 1, Lesson 4, Module B personal dictionary, pencils and art supplies

#### Procedure

- 1. Introduce the letter of the day, "D." Project VSM page 23. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "D" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 24 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "dos" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "D", name each one, and have the students repeat each word.













Letter of the Day:













Unit 1,	Lesson	<b>4</b> , №	lodule	e C
•••••=,				

## Language Training Self-Study: Unit 1, Lesson 4, Screens 14 – 22

Note: If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### **Teacher-Led Instruction**

## SECTION 1

Review

Time:	3-5 minutes
Mission:	Revisit vocal

nme.	5-5 minutes
Mission:	Revisit vocabulary learned in previous lessons.
Objective:	Students will be able to say and identify previously learned vocabulary in chorus,
	in pairs, and individually.
Materials:	Visual Support Material for Unit 1, Lesson 4, Module C

#### Procedure

Using VSM pages 1-2, review vocabulary from Unit 1, Lesson 4, Module B.

- 1. Project page 1, and, pointing out specific images, ask students to describe each using "Hay..." and the correct number and vocabulary.
- 2. Model the correction pronunciation of the sentence and have students repeat in chorus.
- 3. Have students say the sentence to a partner.
- 4. If time, guickly call on each student to say the sentence.

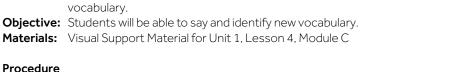
3. Have students repeat "una taza" ... (with photo still projected).

5. Repeat these steps for each review vocabulary word.

#### SECTION 2 Introduction to Vocabulary Words

1. Project VSM page 3 (photo of a cup). 2. Point to the picture and say "una taza."

Time: 5-7 minutes Mission: Introduce taza, silla, teléfono, plato, and tazone. Use pictures to contextualize new vocabulary. **Objective:** Students will be able to say and identify new vocabulary. Materials: Visual Support Material for Unit 1, Lesson 4, Module C



#### Vocabulary **Reviewed:**

cama celular llave hay

#### Vocabularv Introduced:

taza silla teléfono plato tazone



## Unit 1, Lesson 4, Module C (continued)

4. Repeat steps 1-3 for silla, teléfono, plato, and tazone.

- 5. Project VSM page 8, then 9. Point to pictures in random order and have students say the phrase being shown, e.g., "una mesa." (Students can respond in chorus or to a partner.)
- 6. Project VSM page 8 again. Say "Tengo una mesa. ¿Cuántas mesas hay?" Students should respond, in chorus, "Usted tiene una mesa." Note: Although the formal "usted tiene" is used in the online content, you may want to use the informal "tú tienes..." in this exercise if you prefer to use the informal in your classroom.
- 7. Repeat step 6 for all images on VSM pages 8-9.
- 8. Optional: For extra pronoun practice, play out the same steps as 6-7, but vary the scenario by assigning the objects to students, e.g., "Ana tiene dos teléfonos." Either ask the class how many she has or have the class ask her "¿Cuántas mesas hay?" and have her respond.

#### **Group Activity**

Time:	10 minutes
Mission:	Practice vocabulary words.
Objective:	Students will be able to identify their new vocabulary words.
	Students will be able to illustrate their new vocabulary words.
Materials:	Visual Support Material for Unit 1, Lesson 4, Module C, art supplies, paper,
	Optional: scissors, glue, list of vocabulary words from this module

#### Procedure

- 1. Distribute paper, scissors, glue, art supplies, and word lists.
- 2. Project VSM page 10.
- 3. Have students create an illustration of the inside of a house. Their drawing must include each of the vocabulary words. They may include anything else they would like to have in their house.
- 4. Students should label each item with the correct vocabulary word.
- 5. Optional: If students have trouble writing, print out VSM page 10 or an alternate list of the vocabulary words. They can cut out the words and paste them on their illustrations as labels for each item. They can add appropriate plural endings themselves for plural items.
- 6. If time permits, have students share their illustrations with the class and talk about what they drew.















#### ALPHABET Letter of the Day



- Time:
   5-10 minutes

   Mission:
   Interact with the letter of the day.

   Objective:
   Students will be able to enter and illustrate the word "doctora" in their personal dictionaries.

   Materials:
   Visual Support Material for Unit 1 Lesson 4 Medule C personal diction
- Materials: Visual Support Material for Unit 1, Lesson 4, Module C personal dictionary, pencils and art supplies

#### Procedure



- 1. Introduce the letter of the day, "D." Project VSM page 11. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "D" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 12 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.



- 5. Have students write or trace the word "doctora" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "D", name each one, and have the students repeat each word.





Letter of the Day:

## Unit 1, Lesson 4, Module D

## Language Training Self-Study: Unit 1, Lesson 4, Screens 23 – 39

**Note:** If additional review of the Language Training content is needed, work through these screens with the class at the beginning of the session.

#### Teacher-Led Instruction

#### **SECTION 1**

Review

Time:3-5 minutesMission:Revisit vocabulary learned in previous lessons.Objective:Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.Materials:Visual Support Material for Unit 1, Lesson 4, Module D

#### Procedure

Using VSM pages 1-2, review vocabulary from Unit 1, Lesson 4.

- 1. Project page 1, and, pointing out specific images, ask students to say an appropriate sentence, e.g., "Hay una mesa."
- 2. Model the correction pronunciation of the sentence and have students repeat in chorus.
- 3. Have students say the sentence to a partner.
- 4. If time, quickly call on each student to say the sentence.
- 5. Repeat these steps for each review vocabulary word.

#### **SECTION 2**

#### Introduction to Vocabulary Words

Time:5-7 minutesMission:Introduce zapatos, camisa, pantalones, abrigo, vestido, falda, camiseta, sombrero,<br/>llev-o/-a/-amos/-an (llevar), and compr-o/a (comprar).<br/>Use pictures to contextualize new vocabulary.Objective:Students will be able to say and identify new vocabulary.Materials:Visual Support Material for Unit 1, Lesson 4, Module D

#### Procedure

Project VSM page 3 (photo of shoes).
 Point to the picture and say "zapatos."
 Have students repeat "zapatos"...(with photo still projected).













Vocabulary Reviewed:

taza silla teléfono plato tazone mesa

Vocabulary

Introduced:

pantalones

zapatos

camisa

abrigo

falda

vestido

camiseta sombrero

-an (llevar)

compr-o/a

(comprar)

llev-o/-a/-amos/







- 4. Repeat steps 1-3 for, camisa, pantalones, abrigo, vestido, falda, camiseta, sombrero, llevar, and comprar.
- 5. Project VSM page 11 (photo of a woman in clothes).
- 6. Model several sentences for the students (e.g., "La mujer lleva falda azul.")
- 7. Have students repeat each sentence (one at a time).
- 8. Repeat steps 5-7 for VSM pages 12-15.
- 9. Project VSM page 16 (photo of a man buying groceries).
- 10. Model several sentences for the students (be sure to use vocabulary that they have already learned, e.g. "El hombre compra leche.").
- 11. Have the students repeat each sentence (one at a time).

### **Group Activity**



Time: 10 minutes

Mission: Practice vocabulary words.

**Objective:** Students will be able to identify their new vocabulary words. Students will be able to use verbal clues that include their new vocabulary words to determine which classmate is being described.

Materials: N/A

#### Procedure

1. Use the sentence starter, "Él/ella lleva \_\_\_\_\_." to describe one of the students in your class.



- 2. Give as many clues as possible and then allow students to guess which classmate you are describing.
- 3. After several rounds of you describing students, choose students to try describing a friend. Give the sentence starter or have it visible on the board.
- 4. Optional: project images from image cards, the online course, or the internet
- 5. Project images from the Internet of different people wearing different outfits. Have students describe the clothes they see on the people.



## Unit 1, Lesson 4, Module D (continued)

#### ALPHABET Letter of the Day

- Time: 5-10 minutes
- **Mission:** Interact with the letter of the day.
- **Objective:** Students will be able to enter and illustrate the word "los Estados Unidos" in their personal dictionaries.
- Materials: Visual Support Material for Unit 1, Lesson 4 Module D personal dictionary, pencils and art supplies

#### Procedure

- 1. Introduce the letter of the day, "E." Project VSM page 15. Say the letter name and make the sound a few times.
- 2. Have students open their personal dictionaries to the "E" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- 3. Project VSM page 16 with the letter of the day's corresponding image and word.
- 4. Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- 5. Have students write or trace the word "los Estados Unidos" on the page and draw a picture to illustrate the word.
- 6. Have students show you or one another the drawing and say the word.
- 7. Optional: Show students a few concrete objects that begin with the letter "E", name each one, and have the students repeat each word.













Letter of the Day: E

Notes			



## Education

#### **About Rosetta Stone**

Rosetta Stone is a global leader in technologydriven language and learning solutions for individuals, classrooms, and entire organizations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.

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