

K–2 Teacher's Guide



Education

Spanish (Latin America) – Unit 1



SEM-K2-TeacherGuide-U1-ESP-1609

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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.

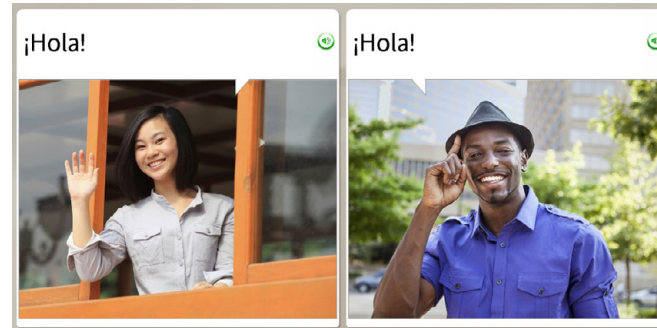
About Rosetta Stone, Inc.

Today, Rosetta Stone produces the world's leading language-learning 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 language-learning 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](https://www.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 Spanish-language 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-by-step 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® 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

Unit 1, Lesson 1, Module A.....	2
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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

Time: 10 minutes

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...

Vocabulary Introduced:

un niño
una niña
un hombre
una mujer

**Vocabulary
Introduced:**

adiós

Unit 1, Lesson 1, Module A

(continued)

SECTION 2

¡Adiós!!

Time: 5 minutes

Mission: 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 llamo...*

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 minutes

Mission: 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 minutes

Mission: 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

Vocabulary Reviewed:

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

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.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *las niñas*, *las mujeres*, *los niños*, *los hombres*, *comen*, *beben*, *corren*, and *leen*. 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 C



Vocabulary Introduced:

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

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

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 Reviewed:

las niñas
las mujeres
los niños
los hombres

Vocabulary Introduced:

él
ella
ellas
ellos
nada
cocina



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)



Unit 1, Lesson 2, Module A

(continued)

Vocabulary Introduced:

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

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.

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-and-match 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.



Vocabulary Practiced:

Es un/una

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.



Vocabulary Reviewed:

un sándwich
un huevo
una manzana
pan
café
leche
arroz
agua

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

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

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



Vocabulary Introduced:

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

Unit 1, Lesson 2, Module B

(continued)

ALPHABET

Letter of the Day

Time: 5-10 minutes

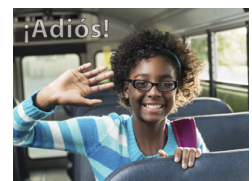
Mission: Interact with the letter of the day.

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 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 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

Time: 5-7 minutes

Mission: Introduce *un bolígrafo*, *un libro*, *los niños*, *adulto/adultos*, *maneja* (*manejar*), *camina/caminan* (*caminar*), *duerme/duermen* (*dormir*), *tiene/tienen* (*tener*). 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 C

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.
 - b. El gato bebe leche.
 - c. Los niños duermen.
 - d. El niño tiene un bolígrafo.
 - e. El perro maneja un carro.
 - f. La niña tiene un libro.
 - g. Ellos tienen un periódico.
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.



Unit 1, Lesson 2, Module D

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

Vocabulary Reviewed:

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 Introduced:

¿Qué es esto? ...
Es un/una ...
sí
no

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 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 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.”



Unit 1, Lesson 2, Module D

(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

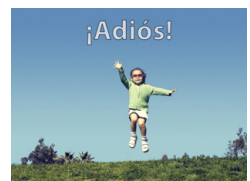
Mission: Interact with the letter of the day.

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 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 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 question 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

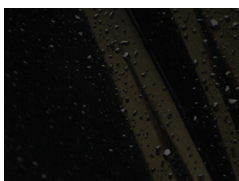
1. Project VSM page 4 (the color "blue")
2. Point to the picture and say "azul."

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.

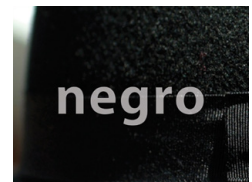
Materials: Worksheets (printed appendix page from VSM), crayons or colored pencils

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.
 - d. El perro es amarillo.
 - e. El pez es azul.
 - f. El libro es verde.

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.



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 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 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

Time: 5-7 minutes

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."



Vocabulary Reviewed:

azul
blanco
negro
rojo
verde
amarillo

Vocabulary Introduced:

una pelota
es/son (ser)

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.



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.

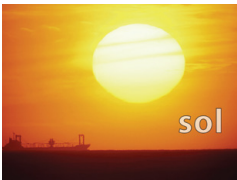
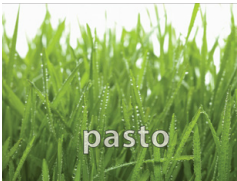
SECTION 2 Introduction to Vocabulary Words

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 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:

pasto
 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

Time: 10 minutes

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.



Vocabulary Practiced:

big
small



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: 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

Procedure

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 minutes

Mission: Introduce *doctora/médico*, *maestro/a*, *policía*, and *alumno/a*. 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 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.

Objective: 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.



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.



Vocabulary Reviewed:

doctora/médico
maestro/a
policía
alumno/a

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 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: 5-7 minutes

Mission: Introduce *yo*, *usted*, *nosotros*, and *¿Qué está haciendo...?*. 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:

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

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

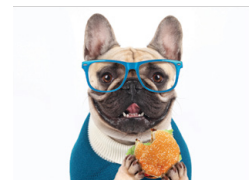
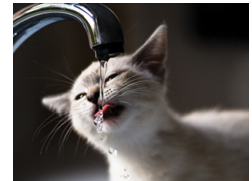
Mission: Interact with the letter of the day.

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:

C

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

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 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

Introduction to Vocabulary Words

Time: 5-7 minutes

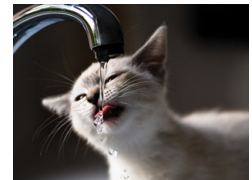
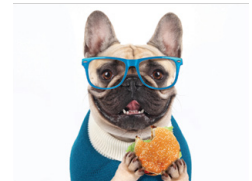
Mission: Introduce *uno, dos, tres, cuatro, cinco, and seis*. Use pictures to contextualize new vocabulary.

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).



Vocabulary Reviewed:

¿Qué está
haciendo...?

Vocabulary Introduced:

uno
dos
tres
cuatro
cinco
seis

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

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.

Vocabulary Reviewed:

uno
dos
tres
cuatro
cinco
seis

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 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

Time: 5-7 minutes

Mission: Introduce *cama*, *celular*, *llave*, *mesa*, and *hay*. 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 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*.



Vocabulary Introduced:

cama
celular
llave
mesa
hay

Unit 1, Lesson 4, Module B

(continued)

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

- Introduce the letter of the day, "D." Project VSM page 23. Say the letter name and make the sound a few times.
- 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).
- Project VSM page 24 with the letter of the day's corresponding image and word.
- Quickly check that students are on the correct page by having them hold up their personal dictionary so you can see the page.
- Have students write or trace the word "dos" on the page and draw a picture to illustrate the word.
- Have students show you or one another the drawing and say the word.
- 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:

D



Unit 1, Lesson 4, Module 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 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, 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 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

Procedure

1. Project VSM page 3 (photo of a cup).
2. Point to the picture and say "una taza."
3. Have students repeat "una taza" . . . (with photo still projected).

Vocabulary Reviewed:

cama
celular
llave
hay

Vocabulary 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.



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.



Vocabulary Reviewed:

taza
silla
teléfono
plato
tazone
mesa

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 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.



Vocabulary Introduced:

zapatos
camisa
pantalones
abrigo
vestido
falda
camiseta
sombrero
llev-o/-a/-amos/
-an (llevar)
compr-o/a
(comprar)

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *zapatos*, *camisa*, *pantalones*, *abrigo*, *vestido*, *falda*, *camiseta*, *sombrero*, *llev-o/-a/-amos/-an (llevar)*, and *compr-o/a (comprar)*.
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

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



Unit 1, Lesson 4, Module D

(continued)

ALPHABET

Letter of the Day

Time: 5-10 minutes

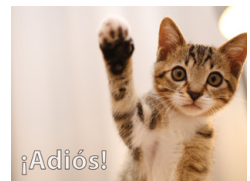
Mission: Interact with the letter of the day.

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



Education

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