

K–2 Teacher's Guide



Education

Spanish (Latin America) – Unit 3



SEM-K2-TeacherGuide-U3-ESP-1904

All information in this document is subject to change without notice. This document is provided for informational purposes only and Rosetta Stone Ltd. makes no guarantees, representations, or warranties, either express or implied, about the information contained within the document or about the document itself. Rosetta Stone®, Contextual Formation™, Language Learning Success™, Adaptive Recall™, and Dynamic Immersion™ are trademarks of Rosetta Stone Ltd.

Copyright © 2019 Rosetta Stone Ltd. All rights reserved.

Printed in the United States of America.

Photos provided by Rosetta Stone Photography and Getty Images, Inc.

Rosetta Stone

Harrisonburg, Virginia USA

T (540) 432-6166 • (800) 788-0822 in the United States and Canada

F (540) 432-0953

RosettaStone.com

Table of Contents

Introduction	v
Leveraging Technology for Language Learning	v
About Rosetta Stone, Inc.	v
Welcome, Teachers!	v
Rosetta Stone Foundations Pedagogy	vi
Inside the <i>K-2 Teacher’s Guide</i>	vii
Supplementary Materials Description	vii
Lesson Adaptability	viii

Unit 3: Language Basics	1
Unit 3, Lesson 1, Module A	2
Unit 3, Lesson 1, Module B	5
Unit 3, Lesson 1, Module C	8
Unit 3, Lesson 1, Module D	12
Unit 3, Lesson 2, Module A	16
Unit 3, Lesson 2, Module B	19
Unit 3, Lesson 2, Module C	23
Unit 3, Lesson 2, Module D	26
Unit 3, Lesson 2, Module E	29
Unit 3, Lesson 3, Module A	32
Unit 3, Lesson 3, Module B	36
Unit 3, Lesson 3, Module C	40
Unit 3, Lesson 4, Module A	44
Unit 3, Lesson 4, Module B	48
Unit 3, Lesson 4, Module C	51
Unit 3, Lesson 4, Module D	54

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.

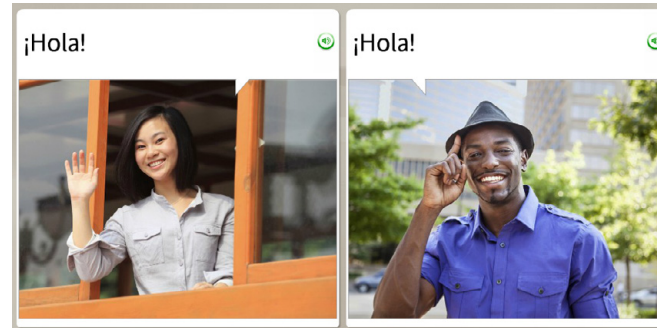
About Rosetta Stone, Inc.

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.

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 3

Language Basics

Unit 3, Lesson 1, Module A.....	2
Unit 3, Lesson 1, Module B.....	5
Unit 3, Lesson 1, Module C.....	8
Unit 3, Lesson 1, Module D.....	12
Unit 3, Lesson 2, Module A.....	16
Unit 3, Lesson 2, Module B.....	19
Unit 3, Lesson 2, Module C.....	23
Unit 3, Lesson 2, Module D.....	26
Unit 3, Lesson 2, Module E.....	29
Unit 3, Lesson 3, Module A.....	32
Unit 3, Lesson 3, Module B.....	36
Unit 3, Lesson 3, Module C.....	40
Unit 3, Lesson 4, Module A.....	44
Unit 3, Lesson 4, Module B.....	48
Unit 3, Lesson 4, Module C.....	51
Unit 3, Lesson 4, Module D.....	54

Unit 3, Lesson 1, Module A

Language Training Self Study: Unit 3, Lesson 1, Screens 1-4

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

Vocabulary Reviewed:

abuela
abuelo
mamá
papá
¡Hola!
¿Cómo estás?
Muy bien, gracias.

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 3, Lesson 1, Module A

Procedure

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

1. Display page 1, and, pointing out specific images, ask students to say "¡Hola, [family member]!"
2. Model the correct pronunciation of the sentences and have students repeat in chorus.
3. Have students say the sentences to a partner.
4. If there is time, quickly call on each student to say the sentences.
5. Project VSM page 2 (photos of girls talking on phones).
6. Point to the first picture and say, "¿Cómo estás?"
7. Have students repeat, "¿Cómo estás?"
8. Point to the second picture and say, "Muy bien, gracias."
9. Have students repeat, "Muy bien, gracias."
10. Have students practice asking, "¿Cómo estás?" and answering, "Muy bien, gracias." with a partner, giving each student a chance to both ask and answer.





SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *trabajar*, *una escuela*, *un hospital*, *un restaurante*, and *un café*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 1, Module A

Procedure

1. Display VSM page 3 (photo of people working).
2. Point to the picture and say, "Ellas están trabajando."
3. Have students repeat, "Ellas están trabajando." (with photo still projected).
4. Repeat steps 1-3 for *una escuela*, *un hospital*, *un restaurante*, and *un café*.
5. Project VSM page 8, then 9. 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: Practice vocabulary words.

Objectives: Students will be able to identify their new vocabulary words. Students will be able to make sentences using their new vocabulary words.

Materials: Image or Flash Cards with people and places (select only terms that have already been covered in this or previous lessons)

Procedure

Model how to play this game before having students play in their groups.

1. Have students find one or two partners.
2. Pass out Image cards or Flash Cards.
3. Students should put cards into two piles: people and places.
4. Have students turn piles face down.



Vocabulary Introduced:

trabajar
una escuela
un hospital
un restaurante
un café

Unit 3, Lesson 1, Module A

(continued)

5. Write the sentence frames, "Un/a _____ trabaja en un/a _____." and "Un/a _____ no trabaja en un/a _____." on the board and read through them once.
6. One student in each group will draw a card from each pile and use the two vocabulary words to create a sentence using one of the two sentence frames. (Example: If a student draws a teacher and a café, she would say, "Una maestra no trabaja en un café.")
7. Students in each group will take turns drawing cards and making sentences.
8. Optional: To modify this activity for younger students, have them use only the positive "Un/a _____ trabaja en un/a _____." sentence frame.

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 "llave" in their personal dictionaries.

Materials: Visual Support Material for Unit 3, Lesson 1, Module A; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "Ll." Display VSM page 10. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "Ll" 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 11 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 "llave" 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 "Ll," name each one, and have the students repeat each word.



Letter of
the Day:

Ll



Unit 3, Lesson 1, Module B

Language Training Self Study: Unit 3, Lesson 1, Screens 5-13

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 3, Lesson 1, Module B

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask students to say the location: *una escuela, un hospital, un restaurante, un café.*
2. Model the correct pronunciation of the word and have students repeat in chorus.
3. Have students say the location to a partner.
4. If there is time, quickly call on each student to say the location.
5. Repeat these steps for each review vocabulary location.

SECTION 2 Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *mañana, mediodía, tarde, noche, desayunar, almorzar, and cenar.* Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 1, Module B

Procedure

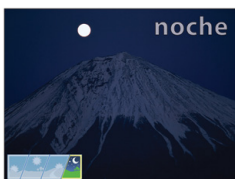
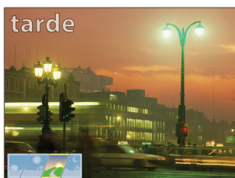
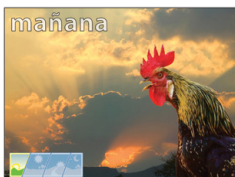
1. Display VSM page 3 (photo of morning).
2. Point to the picture and say, "mañana."

Vocabulary Reviewed:

una escuela
un hospital
un restaurante
un café

Vocabulary Introduced:

mañana
mediodía
tarde
noche
desayunar
almorzar
cenar



Unit 3, Lesson 1, Module B

(continued)

3. Have students repeat, "mañana" (with photo still displayed).
4. Repeat steps 1-3 for *mediodía*, *tarde*, and *noche*.
5. Display VSM page 7 (image of brother and sister eating breakfast).
6. Point to the picture and say, "Es de mañana. Están desayunando."
7. With photo still displayed, have students repeat, "Es de mañana. Están desayunando."
8. Repeat steps 5-7 for *almorzar* and *cenar*.
9. Display VSM page 10. 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.)
10. Display VSM page 11. Point to pictures in random order and have students describe the photo. For example, "Es mediodía. Están almorzando." (Students can say the sentences in chorus or 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 use their new vocabulary words in sentences.

Materials: Visual Support Material for Unit 3, Lesson 1, Module B

Procedure

1. Have students gather where they can see the board.
2. Explain that you will show them a picture of one of the new vocabulary words they learned. It is their job to come up with as many sentences as they can using that word.
3. Display VSM page 12.
4. Have students raise their hands when they can make a sentence using the vocabulary word. Allow them to share their sentences with the class.
5. Continue accepting responses as long as students raise their hands (as long as their sentences don't get too off-topic).
6. To make it fun for the students, keep a tally of how many sentences they make with each word and see which word gets the most.
7. Repeat steps with VSM pages 13-18 using all of the vocabulary from this module.



Unit 3, Lesson 1, Module C

Language Training Self Study: Unit 3, Lesson 1, 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 3, Lesson 1, Module C

Procedure

1. Using VSM pages 1 and 2, review vocabulary from Unit 3, Lesson 1, Module B.
2. Display pages 1 and 2, and, pointing out specific images, ask students to say the words: *mañana*, *mediodía*, *tarde*, *noche*, *desayunando*, *almorzando*, and *cenando*.
3. Model the correct pronunciation of the words and have students repeat in chorus.
4. Have students repeat, "Es de mañana. Están desayunando." (with photo still projected).
5. Have students say the sentences to a partner.
6. If there is time, quickly call on each student to say the sentence.
7. Repeat these steps for each review vocabulary word and sentence.

SECTION 2

Introduction to Vocabulary Words

Time: 15 minutes

Mission: Introduce *adentro*, *afuera*, *dónde*, *cuándo*, *antes de*, and *después de*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 1, Module C

Procedure

1. Display VSM page 3 (photo of inside).
2. Point to the picture and say, "adentro."



Vocabulary Reviewed:

mañana
mediodía
tarde
noche
desayunar
almorzar
cenar

Vocabulary Introduced:

adentro
afuera
dónde
cuándo
antes de
después de

Unit 3, Lesson 1, Module C

(continued)

27. Have students repeat, "antes de."
28. Point to the second image and say, "Ella cena."
29. Point to the third image and say, "Ella mira televisión después de cenar."
30. Have students repeat "después de."

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 make sentences using their vocabulary words.
Students will be able to illustrate their vocabulary words.

Materials: Paper, art supplies

Procedure

1. Display VSM page 10.
2. Point to the first image and say, "Ella cocina antes de cenar."
3. Point to the second image and say, "Ella cena."
4. Point to the third image and say, "Ella mira televisión después de cenar."
5. Pass out paper and art supplies.
6. Direct students to draw three pictures that tell a story like the one you just showed them. Suggest that they first decide what they want to show in the middle picture, and then add in what comes before and after that.
7. After students have finished their illustrations, they should pair up and describe their pictures to their partners, making sure to include the words *antes de* and *después de*.
8. Ask for a few volunteers to share their stories with the whole class.



Unit 3, Lesson 1, Module D

Language Training Self Study: Unit 3, Lesson 1, Screens 23-34

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

Vocabulary Reviewed:

adentro
afuera
dónde
cuándo
antes de
después de

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 3, Lesson 1, Module D

Procedure

1. Using VSM pages 1-4, review vocabulary from Unit 3, Lesson 1, Module C.
2. Display pages 1-4, and, pointing out specific images, ask students to say the words and phrases: *adentro*, *afuera*, *dónde*, *cuándo*, *antes de*, *después de*, etc.
3. Model the correct pronunciation of the words and phrases and have students repeat in chorus.
4. Give a few more examples of *dónde* questions (and answers) such as *¿Dónde está el libro?*
5. Have students turn to a partner and practice asking and answering *dónde* questions using classroom objects.
6. If there is time, quickly call on each student to say the phrase.
7. Repeat these steps for extra practice with *cuándo* questions (and answers).





SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce numbers 13-20 and the phrases *buenos días*, *buenas tardes*, and *buenas noches*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 1, Module D

Procedure

1. Display VSM page 5 (the number 13).
2. Point to the picture and say, "trece."
3. Have students repeat, "trece" (with photo still projected).
4. Repeat steps 1-3 for the numbers 14-20.
5. Display VSM page 13 (chart with numbers 1-20).
6. Practice counting to twenty chorally as you point to the numbers on the chart.
7. Have students pair up and take turns counting to twenty.
8. Display VSM page 14 (photo of morning).
9. Ask students what time of day is shown, eliciting *mañana*.
10. Explain that when we see someone in the morning and say, "Hola," we can also say "Buenos días."
11. Have students repeat, "Buenos días."
12. Have students tell the person sitting next to them "Buenos días."
13. Repeat steps 8-12 for *buenas tardes*, and *buenas noches* as you project VSM pages 15-16. Explain that *buenas tardes* is generally used in the afternoon and evening. *Buenas noches* is used at night to say goodbye or when going to sleep.
14. Display VSM page 17.
15. Starting at one end of the classroom, call on all your students individually and ask them to tell you the appropriate greeting as you point to the images on page 17 at random, making sure that every student has a chance to tell you one greeting.



Vocabulary Introduced:

numbers 13-20
buenos días
buenas tardes
buenas noches

Unit 3, Lesson 1, Module D

(continued)

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 count to 20.

Materials: Game cards (printouts of VSM page 18 cut into individual cards with one number on each)

Procedure

1. Give each student one card that has a number on it.
2. Have students get out of their seats and find a partner.
3. Partner A should show his card to Partner B and Partner B should say the number shown.
4. Then Partner B shows her card to Partner A and Partner A says the number.
5. Have students trade cards with their partner and then walk around and find a new partner. (Optional: You may wish to play music while students walk around.)
6. Continue this game for several rounds.
7. If you have extra time, play the optional game below.

Optional Game

Have the class form a circle. Choose a student to begin. Go around the circle and have students count from 1-20 (each student says one number). Whoever ends up with the number *veinte* has to sit down. Then start over at *uno* again. Keep going around the circle until there is only one student left standing.

Optional: You may also have students pass an object, such as a ball, around the circle as they say each number.



Unit 3, Lesson 2, Module A

Language Training Self Study: Unit 3, Lesson 2, Screens 1-10

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

Vocabulary Reviewed:

numbers 13-20
buenos días
buenas tardes
buenas noches

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 3, Lesson 2, Module A

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask students to say the greetings (*buenos días*, *buenas tardes*, and *buenas noches*) and numbers 13-20.
2. Model the correct pronunciation of them and have students repeat in chorus.
3. Have students say the words to a partner.
4. If time, quickly call on each student to greet each other and say the numbers.
5. Repeat these steps for each greeting and number.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *un día*, *una semana*, *un mes*, *lunes*, *martes*, *miércoles*, *jueves*, *viernes*, *sábado*, and *domingo*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 2, Module A



Vocabulary Introduced:

un día
una semana
un mes
lunes
martes
miércoles
jueves
viernes
sábado
domingo



Procedure

1. Display VSM page 3 (a calendar with one day highlighted).
2. Point to the highlighted day on the calendar and say, "un día."
3. Have students repeat, "un día" (with photo still projected).
4. Display VSM page 4 (a calendar with a week highlighted).
5. Drag your finger across the highlighted week of the calendar. Say, "una semana."
6. Have students repeat, "una semana" (with photo still projected).
7. Explain that there are seven days in one week.
8. Display VSM page 5 (a calendar without any highlighting).
9. Use your finger to circle the entire calendar and say, "un mes."
10. Have students repeat, "un mes" (with photo still projected).
11. Point to each day of the week on the calendar as you say its name.
12. Have students repeat each day after you.
13. Repeat the days of the week a few times, and then ask students which day it is today.



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: Whiteboard



Procedure

1. Draw a blank calendar on a whiteboard. (Optional: If you are working with older students and they are able to write, you could choose to give them paper copies of a calendar and have them follow the steps below on their own calendar.)
2. Have students help you label the days of the week across the top of the calendar.



Unit 3, Lesson 2, Module A

(continued)

3. Have students count aloud as you number the days of the month on the calendar. (Note: Numbers above 20 have not yet been taught in the online content, so you will need to help students out with these numbers.)
4. Optional: If you would like, you can put the name of the month at the top. Students have not yet been exposed to the months of the year, but you could teach them the current month while you are working on the calendar.
5. Optional: Teach the students a song or chant to remember the days of the week.
6. Have all students repeat the days of the week together one more time to solidify the vocabulary.

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 "niña" in their personal dictionaries.

Materials: Visual Support Material for Unit 3, Lesson 2, Module A; personal dictionary, pencils and art supplies if available.

Procedure

1. Introduce the letter of the day, "N." Display VSM page 6. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "N" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
3. Display VSM page 7 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 "niña" 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 "N," name each one, and have the students repeat each word.



Letter of
the Day:

N



Unit 3, Lesson 2, Module B

Language Training Self Study: Unit 3, Lesson 2, Screens 11-22

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 3, Lesson 2, Module B

Procedure

1. Using VSM page 1, review vocabulary from Unit 3, Lesson 2, Module A.
2. Display page 1, and, pointing to the appropriate sections of the calendar, review and ask students to repeat the terms *un día*, *una semana*, and *un mes*.
3. Review the days of the week as a class, pointing to each day on the calendar as you say it.
4. Call on a few volunteers to recite the days of the week individually.
5. Optional: If you taught the class a song or chant to remember the days of the week, practice it with the class now.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *un juego*, *con*, *visitar*, *un invitado*, *una invitada*, *bienvenidos*, and *gracias*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 2, Module B

Procedure

1. Display VSM page 2 (photo of children playing a game).
2. Point to the picture and say, "un juego."

Vocabulary Reviewed:

un día
una semana
un mes
lunes
martes
miércoles
jueves
viernes
sábado
domingo

Vocabulary Introduced:

un juego
con
visitar
un invitado
una invitada
bienvenidos
gracias

Unit 3, Lesson 2, Module B

(continued)

3. Have students repeat, "un juego" (with photo still projected).
4. Display VSM page 3 (photo of two friends playing checkers).
5. Explain that the boy in the picture is playing a game *con* his friend.
6. Help students think of games they play with their friends.
7. Display VSM page 4 (photo of guests visiting someone's home).
8. Explain that when you go to someone's home to see him or her, you are visiting.
9. Have students repeat, "Están visitando a su amiga." (with photo still projected).
10. Explain that you are an *invitado* when you visit someone. Explain that a female visitor is an *invitada*, and a male is an *invitado*.
11. Point to one of the women in the photo and say "invitada."
12. Have students repeat "invitada" (with photo still projected).
13. Point to the baby boy in the photo and say "invitado."
14. Have students repeat "invitado" (with photo still projected).
15. Display VSM page 5 (photo of a host welcoming guests).
16. Explain that when a guest visits you, you should say, "bienvenidos."
17. Have students repeat, "bienvenidos" (with photo still projected).
18. Display VSM page 6 (photo of someone saying "thank you").
19. Explain to students when we use the phrase "gracias."
20. Point to the photo and say, "gracias."
21. Have students repeat, "gracias" (with photo still projected).
22. Ask students to think of other situations when it is appropriate to say "gracias."





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: Paper, art supplies, 1-2 sentences containing module vocabulary (e.g., El niño está visitando a su abuelo. Ellos están jugando.).

Procedure

1. Distribute paper and art supplies.
2. Read your sentence(s) with module vocabulary aloud.
3. Have students illustrate your sentence(s).
4. Have students show their illustrations to their classmates and discuss their illustrations together.
5. Optional: If your students are reading, come up with a few sets of sentences. Print them out and give all students their own sentence to illustrate. Then have them get together with a partner and compare their illustrations. They should try to come up with sentences describing each other's illustrations.
6. Optional: If your students are writing, have students create an illustration that exemplifies a specified number of new vocabulary words. Then have them switch papers with a partner and come up with sentences that contain the new vocabulary to go along with the illustration they were given

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 "naranja" in their personal dictionaries

Materials: Visual Support Material for Unit 3, Lesson 2, Module B; personal dictionary, pencils and art supplies if available

Letter of the Day:
N

Unit 3, Lesson 2, Module B

(continued)

Procedure

1. Introduce the letter of the day, "N." Display VSM page 7. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "N" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
3. Display VSM page 8 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 "naranja" 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 "N," name each one, and have the students repeat each word.





Unit 3, Lesson 2, Module C

Language Training Self Study: Unit 3, Lesson 2, Screens 23-28

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 3, Lesson 2, Module C

Procedure

1. Using VSM pages 1-3, review vocabulary from Unit 3, Lesson 2, Module B.
2. Display page 1, and ask students to say the phrase, *Están jugando un juego*.
3. Model the correct 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 word. Use page 1 for *un juego* and *con*, page 2 for *visitar*, *un invitado*, *una invitada*, and *bienvenidos*, and page 3 for *gracias*.



SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

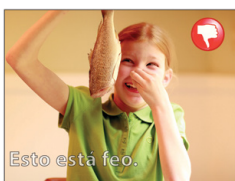
Mission: Introduce *huele*, *prueba*, *rico*, *feo*, *huele mal*, and *huele bien*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 2, Module C

Procedure

1. Display VSM page 4 (photo of a boy smelling a flower).
2. Point to the picture and say, "Él huele la flor."
3. Have students repeat, "Él huele la flor" (with photo still projected).



Vocabulary Reviewed:

un juego
con
visitar
un invitado
una invitada
bienvenidos
gracias

Vocabulary Introduced:

huele
prueba
rico
feo
huele mal
huele bien

Unit 3, Lesson 2, Module C (continued)

4. Explain that we use our nose to smell. Have students touch their nose.
5. Display VSM page 5 (photo of a woman tasting rice).
6. Point to the picture and say, "Ella prueba el arroz."
7. Have students repeat, "Ella prueba el arroz." (with photo still projected).
8. Explain that we use our tongue to taste. Have students stick out their tongues.
9. Display VSM page 6 (boy eating cake with thumbs-up graphic in the corner).
10. Point to the picture and say, "Esto está rico."
11. Have students repeat, "Esto está rico." (with photo still projected).
12. Have students give a thumbs up and say "rico."
13. Display VSM page 7 (girl holding a fish with thumbs down graphic in the corner) and repeat steps 10-12 for thumbs down and *feo*.
14. Display VSM page 8 (girl with medicine) and ask students to show you if this tastes good or bad by giving you a thumbs up or thumbs down.
15. Display VSM page 9 to confirm their answers.
16. Say "feo," while giving a thumbs down.
17. Have students repeat "feo" and give a thumbs down.
18. Display VSM page 10, and then 11, repeating steps 14-17 for thumbs up and *rico*.
19. Display VSM page 12. Explain that we can also say "Esto huele mal." Have students repeat after you, "Esto huele mal."
20. Repeat step 19 with "Esto huele bien."
21. Optional: Display VSM pages 13-15 and repeat steps 6-8 for *ve*, *oye*, and *toca*, having students point to their eyes, ears, and fingers, respectively. Note that these verbs have not yet been taught in the online content.

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: Visual Support Material for Unit 3, Lesson 2, Module C, paper, art supplies



Unit 3, Lesson 2, Module D

Language Training Self Study: Unit 3, Lesson 2, Screens 29-31

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 3, Lesson 2, Module D

Procedure

1. Using VSM page 1-2, review vocabulary from Unit 3, Lesson 2, Module C.
2. Display pages 1 and 2, and ask students to say, *Él huele la flora.* And then, *Ella prueba el arroz.*
3. Display pages 3 and 4, and pointing out specific images, ask students to show you whether the objects smell or taste good or bad by giving you a thumbs up or down.
4. Model the correct pronunciation of the words *huele*, *prueba*, *rico*, *feo*, *huele mal*, and *huele bien*, and have students repeat in chorus.
5. Have students say the words to a partner.
6. Display page 5 and repeat step 2.
7. Optional: If you taught the other senses, review them now.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *dedos*, *dedos del pie*, *una mano*, and *un pie*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 2, Module D



Vocabulary Reviewed:

huele
prueba
rico
feo
huele mal
huele bien

Vocabulary Introduced:

dedos
dedos del pie
una mano
un pie

Unit 3, Lesson 2, 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 "ocho" in their personal dictionaries

Materials: Visual Support Material for Unit 3, Lesson 2, Module D; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "O." Display VSM page 12. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "O" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
3. Display VSM page 13 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 "ocho" 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 "O," name each one, and have the students repeat each word.



Letter of
the Day:

O



Unit 3, Lesson 2, Module E

Language Training Self Study: Unit 3, Lesson 2, Screens 32-39

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 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 3, Lesson 2, Module E

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask students to say *dedos*, *dedos del pie*, *una mano*, and *un pie*.
2. Model the correct pronunciation of each word and have students repeat in chorus.
3. Have students say the words to a partner.
4. If time, quickly call on each student to say the words.
5. Repeat these steps for each review body part.
6. Optional: If you taught additional body parts in Module D, review these now.

SECTION 2 Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *la primavera*, *el verano*, *el otoño*, and *el invierno*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 2, Module E

Vocabulary Reviewed:

dedos
dedos del pie
una mano
un pie

Vocabulary Introduced:

la primavera
el verano
el otoño
el invierno



Unit 3, Lesson 2, Module E

(continued)

Procedure

1. Introduce the word *estaciones*. Explain that we have four seasons, and discuss how they differ (weather, associated activities, etc.).
2. Display VSM page 3 (photo of spring).
3. Point to the picture and say, "la primavera."
4. Have students repeat, "la primavera" (with photo still projected).
5. Repeat steps 2-4 for *el verano*, *el otoño*, and *el invierno*.
6. Display 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 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.

Materials: Paper, art supplies

Procedure

1. Draw a chart with a column for each of the four seasons on the board. Have students brainstorm and help you come up with things that we do in each season, or things about the weather during each season. List those ideas under each respective season.
2. Pass out paper and art supplies.
3. Have students choose one season that they would like to illustrate and draw a picture that exemplifies that season. Instruct students to put their names on the back.
4. Collect all the illustrations and mix them up.
5. Pass the illustrations out randomly.
6. Have students look at the pictures and try to decide which season is depicted.
7. After students have had time to look at the picture closely and decide, have them look on the back of the paper to find out who the illustrator was.
8. Select a small group of students to find their illustrators (this will take some teacher facilitation and a few different rounds).



Unit 3, Lesson 3, Module A

Language Training Self Study: Unit 3, Lesson 3, Screens 1-8

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 3, Lesson 3, Module A

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask students to say the seasons.
2. Model the correct pronunciation of the season and have students repeat in chorus.
3. Have students say the season to a partner.
4. If there is time, quickly call on each student to say the season.
5. Repeat these steps for the other seasons.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *habla, español, chino, árabe, inglés*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 3, Module A

Procedure

1. Display VSM page 3 (photo of a boy speaking).
2. Point to the picture and say, "El niño habla."
3. Have students repeat, "El niño habla." (with photo still projected).



Vocabulary Reviewed:

la primavera
el verano
el otoño
el invierno

Vocabulary Introduced:

hablar
español
chino
árabe
inglés

Unit 3, Lesson 3, Module A (continued)

3. Draw a word bank (a square) on the board. Write the following words in the word bank:

árabe	China
chino	Colombia
inglés	Egipto
español	los Estados Unidos

If appropriate, ask students what other countries they are from and what other languages they speak, and add these to the word bank.

1. Point to each of the images and ask students which words should go in the blanks. You may need to re-read the words in the word bank to them. If your students can read, you can ask for volunteers to come up and point to the appropriate words in the word bank.
2. Tell students to create sentences about themselves using the third sentence frame. Encourage them to list more than one language, if appropriate.
3. Optional: If your students can write, have them write down all the sentences from step 4, as well as their sentences about themselves from step 5.
4. Display VSM page 12 and pass out paper and art supplies.
5. *Bandera* has not been introduced at this point in the online materials. Introduce it now and explain to the students what flags are.
6. Discuss which flags are represented on VSM page 12. Ask students to choose one of the flags on VSM page 12 and reproduce it on their own papers. Older students may also wish to label their drawings with the country's name.



Unit 3, Lesson 3, Module B

Language Training Self Study: Unit 3, Lesson 3, Screens 9-17

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 3, Lesson 3, Module B

Procedure

Using VSM page 1, review vocabulary from Unit 3, Lesson 3, Module A.

1. Point to the first image on page 1, and say, "Ella habla inglés."
2. Have students repeat in chorus.
3. Have students repeat the sentence to a partner.
4. If there is time, quickly call on each student to say the sentence.
5. Repeat these steps for each of the images and sentences.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

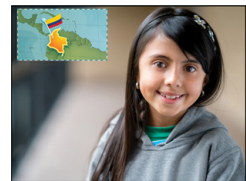
Mission: Introduce *un animal*, *animales*, *una persona*, *personas*, *perdón*, and *¿Usted habla ...?*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 3, Module B

Procedure

1. Display VSM page 2 (photo of an animal).
2. Point to the picture and say, "un animal."



Vocabulary Reviewed:

habla
español
chino
árabe
inglés

Vocabulary Introduced:

un animal
animales
una persona
personas
perdón
¿Usted habla ...?

Unit 3, Lesson 3, Module B

(continued)

Procedure

1. Pass out one piece of paper and art supplies to all students.
2. Have students draw a picture of an animal (and optionally write *un animal*) on one side of a piece of paper.
3. On the other side of the paper, students should draw a picture of a person (and optionally write *una persona*).
4. Display VSM page 10, then 11 (photos of animals and people).
5. Point to images at random and tell students to hold up the "animal" side of their papers if you point to an animal, and the "persona" side if you point to a person.
6. After students show their answers, confirm their answers by saying, "Es un animal/Es una persona."
7. Optional: Consider teaching students the names of any new animals by using the structure *Es un(a) [animal name]* instead.
8. Have students repeat your confirmatory sentence.
9. Now repeat the same exercise, but this time without visual supports. Name a series of either people or animals and have students show their answers. Use the following list to draw from, adding any other vocabulary words your students may be familiar with:

hombre
mujer
perro
niño
niña
bebé
gato

maestro
alumna
caballo
policía
pez
padre
madre

10. After students show their answers, confirm their answers by saying sentences such as "Un hombre es una persona."
11. Have students repeat your confirmatory sentence.



Unit 3, Lesson 3, Module C

Language Training Self Study: Unit 3, Lesson 3, Screens 18-35

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 3, Lesson 3, Module C

Procedure

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

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

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce numbers 30-60 and the words *enseñar* and *estudiar*. Use pictures to contextualize new vocabulary.

Objectives: Students will be able to say and identify new vocabulary.
Students will be able to count to 60.

Materials: Visual Support Material for Unit 3, Lesson 3, Module C



Vocabulary Reviewed:

un animal
animales
una persona
personas
perdón
¿Usted habla ...?

Vocabulary Introduced:

numbers 30-60
enseñar
estudiar

Unit 3, Lesson 3, Module C

(continued)

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 match numbers to their word forms and vice versa.

Materials: Visual Support Material for Unit 3, Lesson 3, Module C, pencils, bingo chips, bingo grid handouts (printouts of VSM page 12)

Procedure

1. Hand out bingo grids, pencils, and bingo chips.
2. Display VSM page 7 (hundreds chart), or write the numbers 30-45 on the board.
3. Instruct students to put the numbers 30-45 in each box in a random order, referring to the chart to make sure they don't leave any numbers out. They should use each number only once. (Optional: If you think this will take too much time, you can fill out the bingo grids for them ahead of time.)
4. Play bingo, in which the teacher calls out a number (example: *cuarenta y dos*) and students cover that number on their board with their chips. The goal in bingo is to get 4 in a row covered (the 4 in a row can be vertical, horizontal, or diagonal).
5. Optional: To help students who may have difficulty recognizing the numbers, write each number on the board after calling it out.
6. When a student has 4 in a row, he should call out "Bingo!" When a student calls out "Bingo!" have him read his 4 numbers out loud and verify his answers.
7. Optional: The winner's prize could be that he gets to call out the numbers for the next round (using a list of numbers provided by you).

1	uno	10	diez
2	dos	20	veinte
3	tres	30	treinta
4	cuatro	40	cuarenta
5	cinco	50	cincuenta
6	seis	60	sesenta

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Unit 3, Lesson 4, Module A

Language Training Self Study: Unit 3, Lesson 4, Screens 1-8

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 3, Lesson 4, Module B

Procedure

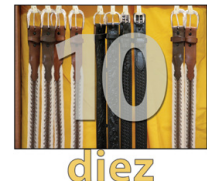
Using VSM pages 1-5, review vocabulary from Unit 3, Lesson 3, Module C.

1. Display page 1, and pointing to the first image, have students repeat, "La alumna estudia." Then pointing to the second image, have students repeat, "El maestro enseña."
2. Display pages 2 and 3, and, pointing out specific numbers, ask students to repeat them after you.
3. Display Page 4 and have students turn to a partner and count to 60 by 10s to them, and then switch.
4. Display page 5 and ask for a volunteer to count from 31-40 as you point to the appropriate numbers on the chart.
5. Have the class count from 31-40 in chorus as you point to the numbers again.
6. Call on volunteers to count from 21-30, 41-50, and 51-60, reminding students that each row follows the same basic pattern.

SECTION 2

Introduction to Vocabulary Words

- Time:** 5-7 minutes
Mission: Introduce *se*, *despierta*, *lava*, *la cara*, *mojado*, and *seco*. Use pictures to contextualize new vocabulary.
Objective: Students will be able to say and identify new vocabulary.
Materials: Visual Support Material for Unit 3, Lesson 4, Module A



Vocabulary Reviewed:

enseñar
estudiar
numbers 30-60

Vocabulary Introduced:

se
despierta
lava
la cara
mojado
seco

Unit 3, Lesson 4, Module A

(continued)

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 that contain their new vocabulary words.

Materials: Visual Support Material for Unit 3, Lesson 4, Module A, art supplies, worksheets (printouts of VSM page 13)

Procedure

1. Distribute art supplies and worksheets.
2. Display VSM page 13 and read each of the sentences aloud to the class as you point to them.
3. Tell students to illustrate as many of the sentences as they have time for. If they don't have time to finish, you may wish to let them finish the worksheets at home or during the next class period's review time.

ALPHABET

Letter of the Day

Time: 5-10 minutes

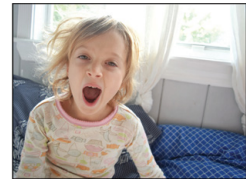
Mission: Interact with the letter of the day.

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

Materials: Visual Support Material for Unit 3, Lesson 4, Module A; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "Q." Display VSM page 14. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "Q" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
3. Display VSM page 15 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.



Letter of
the Day:

Q

Unit 3, Lesson 4, Module B

Language Training Self Study: Unit 3, Lesson 4, Screens 9-14

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

Vocabulary Reviewed:

se
despierta
lava
la cara
mojado
seco

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 3, Lesson 4, Module B

Procedure

Using VSM pages 1-2, review vocabulary from Unit 3, Lesson 4, Module A.

1. Display pages 1 and 2, and, pointing out specific images, ask students to describe the images, using the vocabulary learned in the previous lesson.
2. Model the correct pronunciation of the vocabulary and have students repeat in chorus.
3. Have students describe the image to a partner.
4. If time, quickly call on each student to describe the image.
5. Repeat these steps for each review vocabulary item.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

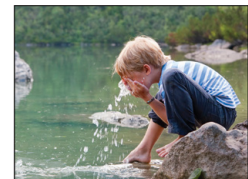
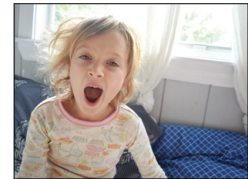
Mission: Introduce *limpio*, *sucio*, *por qué*, and *porque*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 4, Module B

Procedure

1. Display VSM page 3 (photo of a clean shirt).
2. Point to the picture and say, "La camisa está limpia."



Vocabulary Introduced:

limpio
sucio
por qué
porque

Unit 3, Lesson 4, Module B (continued)

6. Call on a pair to share their question and answer with the class.
7. Ask the class if anyone else came up with different questions or answers. If so, ask them to share those.
8. Display VSM pages 10 and repeat steps 5-7.

Sample questions and answers for VSM pages 8-10

¿Por qué está sentada?	Porque está cansada.
¿Por qué está bebiendo?	Porque tiene sed.
¿Por qué está el niño lavando al perro?	Porque está sucio.

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 "rojo" in their personal dictionaries.

Materials: Visual Support Material for Unit 3, Lesson 4, Module B; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "R." Display VSM page 11. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "R" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
3. Display 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 "rojo" 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 "R," name each one, and have the students repeat each word.



Letter of
the Day:

R



Unit 3, Lesson 4, Module C

Language Training Self Study: Unit 3, Lesson 4, Screens 15-23

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.

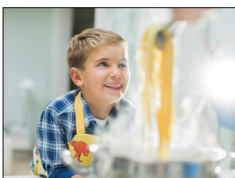
Objective: Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.

Materials: Visual Support Material for Unit 3, Lesson 4, Module C

Procedure

Using VSM pages 1-3, review vocabulary from Unit 3, Lesson 4, Module B

1. Display pages 1-3, and, pointing out specific images, prompt students to say the appropriate sentences.
2. Model the correct 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 sentences.
5. Repeat these steps for each review vocabulary word and sentence.



SECTION 2 Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *un cepillo de dientes*, *dentífrico*, *dientes*, *un cepillo*, *un jabón*, *una toalla*, and *cepillarse*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 4, Module C

Procedure

1. Display VSM page 4 (photo of a toothbrush).
2. Point to the picture and say, "un cepillo de dientes."
3. Have students repeat, "un cepillo de dientes" (with photo still projected).



Vocabulary Reviewed:

limpio
sucio
por qué
porque

Vocabulary Introduced:

un cepillo de dientes
dentífrico
dientes
un cepillo
un jabón
una toalla
cepillarse

Unit 3, Lesson 4, Module C

(continued)

4. Repeat steps 1-3 for *dentífrico*, *dientes*, *un cepillo*, *un jabón*, and *una toalla* while projecting VSM pages 5-9.
5. Display VSM page 10 (photo of a girl brushing her hair).
6. Point to the picture and say, "Ella se cepilla el pelo."
7. Have students repeat, "Ella se cepilla el pelo." (with photo still projected).
8. Display VSM page 11 and repeat steps 6 and 7. Point out that we use the same verb for brushing our hair and teeth because we use similar motions for both activities.
9. Display VSM page 12, then 13, then 14. Point to pictures in random order and have students say the vocabulary word or sentence being shown. (Students can say the words or sentences in chorus or 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 create sentences using their new vocabulary words.

Materials: Visual Support Material for Unit 3, Lesson 4, Module C

Procedure

1. Display VSM page 15 with the new vocabulary images.
2. Divide the class into pairs and ask each pair to come up with two sentences, each containing one of the new vocabulary words from the slide.
3. After students have come up with their sentences, ask for volunteers to tell you a few of them.
4. Now have each pair come up two more sentences containing at least two, and maybe even three vocabulary words, challenging students to try to use different vocabulary words in each sentence.
5. Ask for volunteers to share their sentences with the class.
6. If you have enough time, repeat steps 4 and 5 a few more times.
7. Optional: If your students can write, have them write out their new sentences instead of creating them verbally.)





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 "rana" in their personal dictionaries.

Materials: Visual Support Material for Unit 3, Lesson 4, Module C; personal dictionary, pencils and art supplies if available



Procedure

1. Introduce the letter of the day, "R." Display VSM page 16. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "R" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
3. Display 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 "rana" 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 "R," name each one, and have the students repeat each word.



**Letter of
the Day:**
R

Unit 3, Lesson 4, Module D

Language Training Self Study: Unit 3, Lesson 4, Screens 24-31

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 3, Lesson 4, Module D

Procedure

Using VSM pages 1-2, review vocabulary from Unit 3, Lesson 4, Module C.

1. Display pages 1-2, and, pointing out specific images, ask students to say the target vocabulary words: *un cepillo de dientes*, *cepillarse*, *un cepillo de dientes*, etc.
2. Model the correct pronunciation of the word or phrase, 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 or phrase.
5. Repeat these steps for each review vocabulary word or phrase.

SECTION 2

Introduction to Vocabulary Words

Time: 3-5 minutes

Mission: Introduce *una almohada*, *una sábana*, and *una frazada*. Use pictures to contextualize new vocabulary.

Objective: Students will be able to say and identify new vocabulary.

Materials: Visual Support Material for Unit 3, Lesson 4, Module D

Procedure

1. Display VSM page 3 (photo of a pillow).
2. Point to the picture and say, "una almohada."



Vocabulary Reviewed:

un cepillo de dientes
dentífrico
dientes
un cepillo
un jabón
una toalla
cepillarse

Vocabulary Introduced:

una almohada
una sábana
una frazada

Unit 3, Lesson 4, Module D

(continued)

- Optional: If your students can write, have them write "mi dormitorio" at the top of the page and label some of the items in their pictures.
- After students have finished their illustrations, ask them to each come up with 2-3 sentences describing their rooms, using the illustration as a visual prop (e.g., *Esta es mi cama. Hay dos almohadas rosadas y una frazada morada sobre mi cama.*).
- Optional: If your students can write, have them write out their sentences.
- Call on a few volunteers to share their sentences with the class.
- If time permits, encourage students to ask you questions about words that they may not know in Spanish, but have included in their illustrations.

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 "sábana" in their personal dictionaries.

Materials: Visual Support Material for Unit 3, Lesson 4, Module D; personal dictionary, pencils and art supplies if available

Procedure

- Introduce the letter of the day, "S." Display VSM page 8. Say the letter name and make the sound a few times.
- Have students open their personal dictionaries to the "S" page. Have students draw the letter with "air pencils" (make the shape of the letter in the air using their finger).
- Display VSM page 9 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 "sábana" 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 "S," name each one, and have the students repeat each word.



Letter of
the Day:

S



Education

About Rosetta Stone

Rosetta Stone is a global leader in technology-driven 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.

[RosettaStone.com](https://www.RosettaStone.com)

©2019 Rosetta Stone Ltd. All rights reserved.

