

K–2 Teacher's Guide



Education

Spanish (Latin America) – Unit 4



SEM-K2-TeacherGuide-U4-ESP-1904

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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.

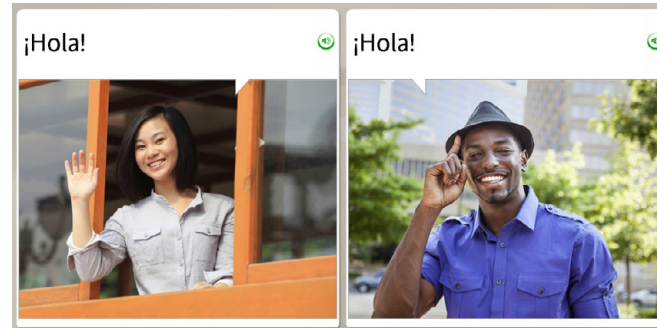
About Rosetta Stone, Inc.

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 4

Language Basics

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Unit 4, Lesson 1, Module A

Language Training Self Study: Unit 4, Lesson 1, Screens 1-7

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 4, Lesson 1, Module A

Procedure

Using VSM page 1, review vocabulary from Unit 3, Lesson 4, Module D.

1. Display page 1, and, pointing out specific images, ask students to say the word. Prompt students by asking, "¿Qué hay en tu dormitorio?"
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.

SECTION 2

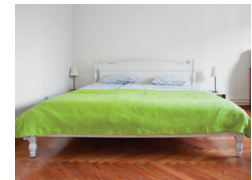
Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *una escalera*, *dinero*, *anteojos de sol*, *un paraguas*, *una entrada*, and *necesitar*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 1, Module A



Vocabulary

Reviewed:

una almohada
una sábana
una frazada
una toalla

Vocabulary

Introduced:

una escalera
dinero
anteojos de sol
un paraguas
una entrada
necesitar

Unit 4, Lesson 1, Module A

(continued)

6. After they have finished all three illustrations, have students pair up and describe their pictures to their partners using either "Él necesita ..." or "Ella necesita ..."
7. Optional: If your students are older or you have extra time, you can also have them come up with sentences for the additional pictures on VSM pages 11 and 12. You may also ask them to write out their sentences instead of or in addition to illustrating the key objects.
8. Have a few students share their sentences with the class.

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 "sol" in their personal dictionaries.

Materials: Visual Support Material for Unit 4, Lesson 1, Module A; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "S." Display VSM page 13. Say the letter name and make the sound a few times.
2. 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).
3. Display VSM page 14 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 "sol" 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 "S," name each one, and have the students repeat each word.



Letter of
the Day:

S



Unit 4, Lesson 1, Module B

Language Training Self Study: Unit 4, Lesson 1, Screens 8-13

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 4, Lesson 1, Module B

Procedure

Using VSM page 1, review vocabulary from Unit 4, Lesson 1, Module A.

1. Display page 1, and, pointing out specific images, ask students to pretend they are the girl in the picture and put the objects into the sentence frame "Necesito _____." as you point to them.
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 sentence.
5. Repeat these steps for each review vocabulary word.



SECTION 2 Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *joyas, ropa, juguetes, fruta, verduras, carne, antiguo, and nuevo*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Materials for Unit 4, Lesson 1, Module B



Vocabulary Reviewed:

una escalera
dinero
anteojos de sol
un paraguas
una entrada
necesitar

Vocabulary Introduced:

joyas
ropa
juguetes
fruta
verduras
carne
antiguo
nuevo

Unit 4, Lesson 1, Module B (continued)

Procedure

1. Display VSM page 2 (photo of pieces of jewelry).
2. Point to the picture and say, "joyas."
3. Have students repeat, "joyas." (with photo still projected).
4. Repeat steps 1-3 for *ropa*, *juguete*s, *fruta*, *verduras*, *carne*, *antiguo*, and *nuevo*.
5. Display VSM page 10. Point to pictures in random order and have students say the vocabulary word being shown and whether it is *antiguo* or *nuevo*. (Students can say the words in chorus or to a partner.)
6. Display VSM page 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

Time: 10 minutes

Mission: Practice vocabulary words.

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

Materials: Visual Support Materials for Unit 4, Lesson 1, Module B, worksheets (printouts of VSM page 12), pictures of objects to be cut out (printouts of VSM page 13), glue, scissors

Procedure

1. Pass out the worksheets, pictures, glue, and scissors.
2. Display VSM page 12.
3. Read the different categories to students, having them repeat after you, and tell them they will be sorting different pictures into each category.
4. Instruct students to cut out all the pictures, sort them, and then glue them into the appropriate boxes.
5. Circulate around the room to make sure learners understand the labels for each of the categories (especially for those who can't read yet).
6. Optional: If you think this task will be too time-consuming, you may want to give learners only half the categories to fill out, or half of the pictures to cut out.



Unit 4, Lesson 1, Module C

Language Training Self Study: Unit 4, Lesson 1, Screens 14-24

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 for Unit 4, Lesson 1, Module C

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask students to say the word or phrase, specifying whether the object is old or new (where appropriate).
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 item.

SECTION 2

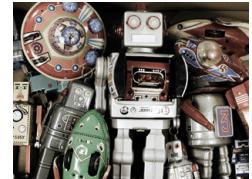
Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *estar de compras*, *chocolate*, *una torta*, *un medicamento*, *una tienda*, and *vender*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 1, Module C



Vocabulary Reviewed:

joyas
ropa
juguetes
fruta
verduras
carne
antiguo
nuevo

Vocabulary Introduced:

estar de compras
chocolate
una torta
un medicamento
una tienda
vender

Unit 4, Lesson 1, Module C (continued)

6. Confirm the answer is in a full sentence using "Esta tienda vende_____."
7. Now give Team B a chance to do the drawing and guessing.
8. Alternate between the teams for several rounds.

Game 2

1. Have students form several small circles with 4-6 students in each. Tell them that they are going on a shopping trip and need to buy many things. Each student should think of 2-3 things they would like to buy.
2. Explain that they will tell the student next to them what they want to buy using the sentence frame "Estoy de compras. Necesito_____." Each student must add what he wants to buy to the other items that have already been named. For example, if student A says, "Estoy de compras. Necesito manzanas," Student B will say, "Estoy de compras. Necesito manzanas y juguetes," and so on.
3. Encourage students to use vocabulary from today's lesson, but allow them to use any appropriate vocabulary they know. Students should be thinking of 2-3 things they would like to buy in case another student names their item first. Each item named should be unique.

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 "torta" in their personal dictionaries.

Materials: Visual Support Material for Unit 4, Lesson 1, Module C; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "T." Display VSM page 8. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "T" 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 9 with the letter of the day's corresponding image and word.



Letter of
the Day:

T

Unit 4, Lesson 1, Module D

Language Training Self Study: Unit 4, Lesson 1, Screens 25-37

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

Teacher-Led Instruction

SECTION 1

Review

Vocabulary Reviewed:

estar de compras
chocolate
una torta
un medicamento
una tienda
vender

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 4, Lesson 1, Module D

Procedure

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

1. Display page 1, and, pointing to the image, model the correct pronunciation of "Ellos están de compras."
2. 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 item (using the frame "Esta tienda vende _____." for VSM page 2).

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *un supermercado, una librería, una farmacia, anteojos, roto, and querer*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 1, Module D

Vocabulary Introduced:

un supermercado
una librería
una farmacia
anteojos
roto
querer



Unit 4, Lesson 1, Module D

(continued)

3. Display VSM page 11 and show students that there are two columns, one for *quiero*, and one for *necesito*.
4. Display VSM page 12 and tell learners they should discuss with their partners whether each of these items should go in the *quiero* or *necesito* column. They can either write the words or draw the pictures in the appropriate spaces on their worksheets.
5. After giving students a few minutes to fill out the first three rows, confirm the correct answers with the class.
6. Then have pairs come up with their own ideas for two more items for the *quiero* column and two for *necesito* to complete the worksheets. Encourage them to ask you for help if they have an idea for something that they don't yet know the Spanish term for.
7. Ask for a few volunteer pairs to come forward and tell the class what they came up with (explaining their reasoning, if time permits).

ALPHABET

Letter of the Day

Time: 5-10 minutes

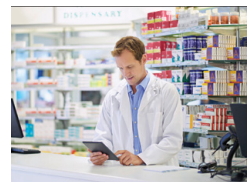
Mission: Interact with the letter of the day.

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

Materials: Visual Support Material for Unit 4, Lesson 1, Module D; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "T," displaying VSM page 13. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "T" 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 14 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 "toalla" on the page and draw a picture to illustrate the word.



Letter of
the Day:

T

Unit 4, Lesson 2, Module A

Language Training Self Study: Unit 4, Lesson 2, 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:

un supermercado
una librería
una farmacia
anteojos
roto
necesitar
querer

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 4, Lesson 2, Module A

Procedure

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

1. Display page 1, 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.
6. Display VSM page 2.
7. Point to the boy and ask "¿Él quiere o necesita anteojos nuevos?" When students say he needs them, ask why, eliciting that his glasses are broken (*rotos*).
8. Say, "Él necesita anteojos nuevos."
9. Have students repeat, "Él necesita anteojos nuevos."
10. Repeat steps 7-9 for the image with the girl who wants some jewelry, reminding students of the difference between wanting and needing something.





SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *un concierto*, *una película*, *una obra de teatro*, *fútbol*, *golf*, and *tenis*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 2, Module A



Procedure

1. Display VSM page 3 (photo of a concert).
2. Point to the picture and say, "un concierto."
3. Have students repeat, "un concierto." (with photo still projected).
4. Repeat steps 1-3 for *una película*, *una obra de teatro*, *fútbol*, *golf*, and *tenis*.
5. Display VSM page 9, then 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.)



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 in a sentence.
Students will be able to illustrate their new vocabulary.

Materials: Paper, pencils, art supplies

Procedure

1. Write the sentence frames "Mi película favorita es _____." and "Mi deporte favorito es _____." on the board. Explain to students that *deporte* is the category for *fútbol*, *golf*, *tenis*, etc., and that *favorito* refers to the thing you like the most.
2. Pass out the paper, pencils, and art supplies.
3. Tell students they should decide whether they want to describe their favorite movie or sport.



Vocabulary Introduced:

un concierto
una película
una obra de teatro
fútbol
golf
tenis

Unit 4, Lesson 2, Module A

(continued)

4. After they have decided, have students copy down the appropriate sentence frame onto their papers (if your students aren't writing yet, you may want to do this for students ahead of time, making sure you have copies of both sentence frames).
5. Instruct learners to fill in the blanks in the sentence frames with their favorite sport or movie. You may need to help students spell or write these, especially since their choices may contain unknown words. (To save time, you may want to have learners get started on the next step while you go around and help them fill in their frames.)
6. Now have students draw a picture that illustrates either their favorite sport or movie.
7. After giving students enough time to finish their sentence frames and illustrations, ask for a few volunteers to come up and read their sentence frames and show their illustrations to the class.

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 "tenis" in their personal dictionaries.

Materials: Visual Support Material for Unit 4, Lesson 2, Module A; personal dictionary, pencils and art supplies if available

Procedure

1. Introduce the letter of the day, "T." Display VSM page 11. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "T" 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 "tenis" on the page and draw a picture to illustrate the word.



Letter of
the Day:

T

Unit 4, Lesson 2, Module B

Language Training Self Study: Unit 4, Lesson 2, Screens 5-14

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

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 4, Lesson 2, Module B

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask students to say the word of the activity: *un concierto, una película, una obra de teatro, fútbol, golf, tenis*.
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 *naranjas, jugo, zanahorias, té, jugar, and le gustan*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 2, Module B



Vocabulary Reviewed:

un concierto
una película
una obra de teatro
fútbol
golf
tenis

Vocabulary Introduced:

naranjas
jugo
zanahorias
té
jugar
le gustan

Unit 4, Lesson 2, Module B

(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 use their new vocabulary in a sentence.
Students will be able to express likes and dislikes.

Materials: Visual Support Material for Unit 4, Lesson 2, Module B, cards (printouts of VSM page 13, cut into cards)

Procedure

1. Divide the class into groups of six students.
2. Give each group a set of six cards, placed facedown, and tell students not to look at them yet.
3. Display VSM page 13.
4. Go over the categories on this page, taking extra time to make sure students understand *deportes* and *bebidas* because these words have not yet been taught in the online content.
5. Instruct each student to take one card from her group's set and look at it. Each student should have a card with one of the categories you just went over with the class.
6. Tell students that they should think of one thing in the category on their card that they like or don't like, and they should be ready to put it into a complete sentence with either *me gusta* or *no me gusta*. (Note: Instruct students to raise their hands to ask for your help if they don't know the appropriate Spanish word.)
7. Choose one person in each group to go first, and decide if students should go around the circle clockwise or counterclockwise.
8. The first person should share her sentence with the group.
9. Next, all students in the group should state whether they like or don't like the object or activity named, again using a complete sentence.
10. After all students have had a turn, then the next person should share his sentence with the group.
11. Repeat steps 9 and 10 until each group has gone through all the cards.



Unit 4, Lesson 2, Module C

Language Training Self Study: Unit 4, Lesson 2, Screens 15-24

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 for Unit 4, Lesson 2, Module C

Procedure

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

1. Display VSM page 1.
2. Point to the boy in the image and say, "A él no les gustan las zanahorias."
3. Have students repeat, "A él no les gustan las zanahorias."
4. Point to the girl in the image and say, "A ella le gusta jugar al fútbol."
5. Have students repeat, "A ella le gusta jugar al fútbol."
6. Repeat steps 1-5 for VSM pages 2 and 3.

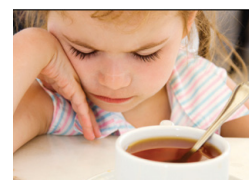
SECTION 2 Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *más*, *menos*, *más que*, *menos que*, and *qué*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 2, Module C



Vocabulary Reviewed:

naranjas
jugo
zanahorias
té
gustar
jugar

Vocabulary Introduced:

más
menos
más que
menos que
qué

Unit 4, Lesson 2, Module C

(continued)

21. Point to the image and ask, "¿Qué fruta te gusta más?" Explain that we use *qué* to ask someone to make a choice when there is more than one thing to choose from.
22. Have students repeat, "¿Qué fruta te gusta más?" (with photo still projected).
23. Tell students that possible answers to this question are "Me gustan más las manzanas que las naranjas" and "Me gustan más las naranjas que las manzanas."
24. Have students turn to a partner and ask them, "¿Qué fruta te gusta más?" The partner should answer in a complete sentence, and then they should switch roles. Remind students that their answers should contain the word *que*.
25. Optional: Repeat steps 20-24 using *menos*.

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 form *qué* questions.
Students will be able to use their new words in a sentence.

Materials: Visual Support Material for Unit 4, Lesson 2, Module C

Procedure

1. Divide the class into pairs.
2. Display VSM page 10.
3. Explain that you will show the class a slide with two items on it. Student A will need to ask Student B a *qué* question about the picture, and Student B will need to answer. After Student B answers, he will need to come up with another *qué* question about the picture for Student A to answer.
4. Model this for students by using the pictures on VSM page 10 to ask and answer the following questions:
¿Qué camisa es marrón? La camisa grande es marrón.
¿Qué camisa es pequeña? La camisa verde y azul es pequeña.
5. Display VSM page 11, and then 12-14, giving students enough time to both ask and answer a question about each picture. If students get stuck, ask them to think about size, color, and age (old vs. new) as appropriate.



Unit 4, Lesson 2, Module D

Language Training Self Study: Unit 4, Lesson 2, Screens 25-34

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

Time: 3-5 minutes

Mission: Revisit vocabulary learned in previous lessons.

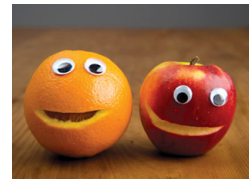
Objective: Students will be able to say and identify previously learned vocabulary in chorus, in pairs, and individually.

Materials: Visual Support Material for Unit 4, Lesson 2, Module D

Procedure

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

1. Display VSM page 1.
2. Point to the man in the image and say, "El hombre tiene más pan que su esposa."
3. Have students repeat, "El hombre tiene más pan que su esposa." (with photo still projected).
4. Repeat for the second image with *menos*.
5. Display VSM page 2.
6. Repeat steps 2-4 with the construction, "A él le gusta más/menos _____ que _____."
7. Display VSM page 3.
8. Point to the image and say, "¿Qué fruta es roja?"
9. Have students repeat, "¿Qué fruta es roja?" (with photo still projected).
10. Ask for a volunteer to answer the question in a complete sentence.
11. Confirm the answer and then have the class repeat it chorally.
12. Optional: Ask students which fruit they like more, apples or oranges.



Vocabulary Reviewed:

más
menos
más que
menos que
qué



SECTION 2

Introduction to Vocabulary Words



Time: 5-7 minutes
Mission: Introduce *dólares*, *euros*, *pesos*, *costar*, and *cuánto*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 2, Module D



Procedure

1. Display VSM page 4 (photo of dollars).
2. Point to the picture and say, "dólares."
3. Have students repeat, "dólares" (with photo still projected).
4. Discuss where dollars are used.
5. Repeat steps 1-4 for *euros* and *pesos*. Explain that in Latin America the symbol for pesos is the same as the dollar.
6. Display VSM page 7 (photo of a woman asking the price of carrots).
7. Explain how to ask the price of an item by using "¿Cuánto cuesta/cuestan _____?" depending on whether you are asking about one item or multiple items.
8. Point to the image and say, "¿Cuánto cuestan las zanahorias?"
9. Have students repeat, "¿Cuánto cuestan las zanahorias?" (with photo still projected).
10. Display VSM page 8 (photo of the vendor giving the price of carrots).
11. Say, "Las zanahorias cuestan tres dólares." Explain that we use the verb *cuestan* in both the question and the answer, since we are talking about multiple carrots.
12. Have students repeat, "Las zanahorias cuestan tres dólares." (with photo still projected).
13. Display VSM page 9 (photos of two items and their prices).
14. Point to the t-shirt and say, "¿Cuánto cuesta la camiseta?"
15. Have students repeat, "¿Cuánto cuesta la camiseta?" (with photo still projected).
16. Say, "La camiseta cuesta diez dólares."
17. Have students repeat, "La camiseta cuesta diez dólares." (with photo still projected).
18. Now point to the photo of the toy and ask for a volunteer to tell you the question.
19. Confirm the question and have the class repeat it chorally.



Vocabulary Introduced:

dólares
euros
pesos
costar
cuánto

Unit 4, Lesson 2, Module D

(continued)

20. Ask for a volunteer to answer the question in a complete sentence.
21. Confirm the answer and have the class repeat it chorally.
22. Display VSM page 10 (photos of two items and their prices in euros and pesos).
23. Repeat steps 18-21 for the items on this page. You may decide to make some alterations, for example, by having students tell their questions and answers to a partner before you confirm and have the whole class repeat.

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 words to ask and answer questions.

Materials: Pens, apples, books, toys, small chocolate bars, or other objects representing vocabulary that students know (either physical objects or pictures of items)

Procedure

1. Divide the class into groups of 3-4.
2. Give each group a set of items, equaling at least the number of students in the group (but you can give out more if you choose).
3. Choose one child in each group to be the shopkeeper, and have her set the items up like a store. (Decide whether you want to have items pre-labeled with prices, or if students should come up with their own prices).
4. The other children in the group will be customers. Each customer should inquire about the price of one of the items (using a *cuánto* question), and then buy it once the shopkeeper has named the price (using a full sentence with *cuesta/n*). (Optional: You may want to pre-teach additional words or phrases such as *bueno* or *Aquí tienes* for students to use in their transactions, as well as reminding them to use *gracias*.)
5. Once all the customers have bought an object, one of the customers should switch roles with the shopkeeper, and all students should go through the above process again.
6. Keep playing until all students have had a chance to be the shopkeeper.
7. Optional: You may want to have students use play money for this activity.



Unit 4, Lesson 3, Module A

Language Training Self Study: Unit 4, Lesson 3, Screens 1-7

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 4, Lesson 3, Module A

Procedure

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

1. Display VSM page 1.
2. Point to the t-shirt and say, "¿Cuánto cuesta la camiseta?"
3. Have students repeat, "¿Cuánto cuesta la camiseta?" (with photo still projected).
4. Say, "La camiseta cuesta diez dólares." Remind students that we use *cuesta* for one item and *cuestan* for multiple items.
5. Have students repeat, "La camiseta cuesta diez dólares." (with photo still projected).
6. Repeat steps 2-5 with the other images on pages 1 and 2.
7. If time allows, you may want to have students try telling the questions and answers to a partner before you confirm and have them repeat.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *metal*, *papel*, *plástico*, *madera*, and *es/son de*. Use pictures to contextualize new vocabulary.

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

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



Vocabulary Reviewed:

dólares
euros
pesos
costar
cuánto

Vocabulary Introduced:

metal
papel
plástico
madera
es/son de

Unit 4, Lesson 3, Module A

(continued)

4. After you point to an image, give students a few seconds to think about their answers, and then give them a sign (this could be any hand gesture of your choosing) to let them know when to hold up their cards.
5. Confirm the answer by saying, "Es/son de [material]."
6. Have students repeat the sentence after you chorally.
7. Repeat steps 3-6 for all the images on pages 10 and 11, but instead of putting the appropriate word into the sentence frame yourself, call on individual volunteers to do this, or have students turn to a partner and tell them.

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 "verde" in their personal dictionaries.

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

Procedure

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



Letter of
the Day:

V



Unit 4, Lesson 3, Module B

Language Training Self Study: Unit 4, Lesson 3, Screens 8-14

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

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 4, Lesson 3, Module B

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask for a volunteer to name the object and say what it is made of, using the sentence frame "El/La/Los _____ es/son de _____."
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 sentence.
5. Repeat these steps for all images.



SECTION 2 Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *monedas*, *una tarjeta de crédito*, *efectivo*, *una cámara*, *caro*, *barato*, and *pagar*. Use pictures to contextualize new vocabulary.

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

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



Vocabulary Reviewed:

metal
papel
plástico
madera
es/son de

Vocabulary Introduced:

monedas
una tarjeta de
crédito
efectivo
una cámara
caro
barato
pagar

Unit 4, Lesson 3, Module B (continued)

Procedure

1. Display VSM page 3 (photo of coins).
2. Point to the picture and say, "monedas."
3. Have students repeat, "monedas" (with photo still projected).
4. Repeat steps 1-3 for *una tarjeta de crédito* and *efectivo*. (When going over *efectivo*, explain to students that cash refers to all physical money, including bills and coins).
5. Display VSM page 6 (two photos of cameras).
6. Ask students what the objects in the pictures are.
7. Once they have identified the cameras, point to the expensive one and explain that this one costs a lot of money and is one of the best cameras.
8. Say, "una cámara cara" and have students repeat.
9. Now point to the other camera and explain to students that it costs much less. Point out that this camera is much simpler and might be used by anyone, not just professionals.
10. Say, "una cámara barata" and have students repeat.
11. Display VSM page 7 (two photos of toys).
12. Ask students which toy is *caro*, which is *barato*, and why.
13. Display VSM page 8 (photos of people paying).
14. Point to the image of the man paying with cash and say, "Él paga con efectivo." Explain that *pagar* means to give someone money or a credit card to buy something.
15. Have students repeat, "Él paga con efectivo." (with photo still projected).
16. Point to the other two images on the page and ask for volunteers to describe them using complete sentences specifying the type of payment.
17. Ask students if their parents usually pay for things at the store with *una tarjeta de crédito*, *efectivo*, or something else.



Unit 4, Lesson 3, Module B

(continued)

11. Optional: You may want to simplify this activity for young learners by telling them they can only buy one item with their money. You can also make this activity more difficult for older learners by "giving" them more money to spend so they can buy multiples of things.

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 "wapiti" in their personal dictionaries.

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

Procedure

1. Introduce the letter of the day, "W." Display VSM page 10. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "W" 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 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 "wapiti" 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.



Letter of
the Day:

W



Unit 4, Lesson 3, Module C

Language Training Self Study: Unit 4, Lesson 3, Screens 15-20

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 4, Lesson 3, Module C

Procedure

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

1. Display page 1, and, pointing out specific images, ask students to say in a full sentence the type of payment being used, for example, *Ella paga con tarjeta de crédito.*
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 sentence.
5. Repeat these steps for each review vocabulary word on the page.
6. Display VSM page 2, and, pointing to the inexpensive camera, say "una cámara barata."
7. Have students repeat, "una cámara barata," chorally or to a partner.
8. Repeat steps 6 and 7 for the image of *una cámara cara.*



Vocabulary Reviewed:

monedas
una tarjeta de
crédito
fectivo
una cámara
caro
barato
pagar

Unit 4, Lesson 3, Module C (continued)

Vocabulary Introduced:

liviana
pesada
rápido
lento

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *liviano*, *pesado*, *rápido*, and *lento*. Use pictures to contextualize new vocabulary.

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

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

Procedure

1. Display VSM page 3 (photo of a light sheet).
2. Point to the image and say, "Esta sábana es liviana."
3. Have students repeat, "Esta sábana es liviana." (with photo still projected).
4. Repeat steps 1-3 for *pesada*, *rápido*, and *lento*.
5. With VSM page 6 still projected, say, "Es lento."
6. Display VSM Page 7 (photos of a lion and of a snail).
7. Point to the lion in the picture and ask, "¿Es rápido o lento?"
8. When students answer "rápido," encourage them to use a sentence with *es*. Say, "Es rápido." and have students repeat.
Now point to the snail and ask, "¿Es rápido o lento?"
9. After students have answered, confirm the correct sentence and have the class repeat it again.
10. Repeat steps 12 and 13 for VSM page 8 (photos of heavy and light cars).

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 a sentence.
Students will be able to form questions using their new vocabulary words.

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



Unit 4, Lesson 3, Module D

Language Training Self Study: Unit 4, Lesson 3, Screens 21-29

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 4, Lesson 3, Module D

Procedure

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

1. Display page 1, and, pointing to the image of the boy working on the small car, ask students whether this car is *pesado* or *liviano*.
 2. Model the correct pronunciation of the sentence "Es liviano," 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.
1. Repeat these steps for each review vocabulary sentence on pages 1 and 2, reviewing the vocabulary *pesado*, *rápido*, and *lento*.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *mayor*, *joven*, comparatives, and superlatives. Use pictures to contextualize new vocabulary.

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

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



Vocabulary Reviewed:

pesado
liviano
rápido
lento

Vocabulary Introduced:

mayor
joven
comparatives
superlatives

Unit 4, Lesson 3, 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 use comparatives and superlatives in sentences.

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

Procedure

1. Pass out paper and art supplies
2. Tell students they will need to draw pictures of three people or objects, comparing them to each other.
3. Display VSM page 6 and show it to students as an example of what they could do if they were given the word *grande*. Tell them they would first think of an object that is normally big, draw it, and then draw two more of the same object that are *más grande*, or draw two different objects that are *más grande*.
4. After students have completed their illustrations, direct their attention back to projected page 6. Describe each of the photos by saying, "Este libro es grande. Este libro es más grande. Este libro es el más grande."
5. Now have students get into pairs and describe their illustrations to each other using your model.
6. Ask for a few volunteers to come and describe their illustrations to the whole class.
7. Optional: For stronger students, brainstorm adjectives they have learned and list them on the board, such as, *pesado, liviana, mayor, joven, rápido, lento, grande, pequeño, limpia, sucios*, etc. Tell them to think of an object and then pick an adjective from the list that normally describes it. Repeat steps 3-6. Help students with gender and number questions they may encounter depending on the objects they have chosen.



Unit 4, Lesson 3, Module E

Language Training Self Study: Unit 4, Lesson 3, Screens 30-36

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 4, Lesson 3, Module E

Procedure

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

1. Display page 1, and, pointing to the first giraffe, say, "Esta jirafa es alta."
2. Have students repeat the sentence in chorus.
3. Point to the second giraffe and ask students to compare it to the first.
4. Confirm the sentence, "Esta jirafa es más alta," and then have the class repeat in chorus. Repeat for the third giraffe, confirming the sentence, "Esta jirafa es la más alta."
5. Repeat the above steps with the image on page 2, reminding learners that we use *el/la* when comparing more than two things.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *algunos*, *más*, and *aún más*. Use pictures to contextualize new vocabulary.

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

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



Vocabulary Reviewed:

mayor
joven
comparatives
superlatives

Vocabulary Introduced:

algunos
más
aún más

Unit 4, Lesson 3, Module E

(continued)

25. Display VSM page 11 and repeat the above steps for *lápiz/lápices*.

Note: *lápiz/lápices* has not yet been taught in the online course.

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 compare quantities of things using *algunos*, *más*, and *aún más*.

Materials: Visual Support Material for Unit 4, Lesson 3, Module E, handouts (printouts of VSM pages 12 and 13, one each per student), scissors, glue

Procedure

1. Pass out handouts, scissors, and glue.
2. Display VSM page 12 and have learners look at their worksheets that match what you have projected. Explain that they have three rows: *algunos/algunas*, *más*, *aún más*. Students should cut out the pictures on their second handout (VSM page 13), decide how to categorize them, and then glue them into the appropriate place, lining like items up (i.e., all pictures of apples should be in one column).
3. Once students have finished their worksheets, have them find a partner and describe one of their columns to each other by using the words *algunos*, *más*, and *aún más* (e.g., *algunas manzanas*, *más manzanas*, and *aún más manzanas*).
4. Go through all the columns with the class, checking that all students categorized the pictures correctly, practicing the new vocabulary as you go. (You may want to complete a worksheet ahead of time that you can use as a model, or you may ask for a volunteer's worksheet to do this.)



Unit 4, Lesson 4, Module A

Language Training Self Study: Unit 4, 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 4, Lesson 4, Module A

Procedure

Using VSM page 1, review vocabulary from Unit 4, Lesson 3, Module E.

1. Display page 1, and, pointing out specific images, ask students to say the correct adjective, comparative, or superlative.
2. Model the correct pronunciation for the students and have them repeat in chorus.
3. Have students say the correct phrase to a partner.
4. If time, quickly call on each student to say the correct phrase.
5. Repeat these steps for each image.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *iguales*, *diferentes*, *tamaño*, *mismo*, and *aún menos*. Use pictures to contextualize new vocabulary.

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

Materials: Visual Support Material for Unit 4, Lesson 4, Module A



Vocabulary Reviewed:

algunos
más
aún más

Vocabulary Introduced:

iguales
diferentes
tamaño
mismo
aún menos

Unit 4, Lesson 4, Module A

(continued)

Group Activity

Time: 10 minutes

Mission: Practice vocabulary words.

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

Materials: Paper, art supplies, printouts of VSM pages 12-14

Procedure

1. Make two copies of VSM pages 12-14 of differently colored and sized cats, dogs, and cars. Cut them up.
2. Distribute slips to the class so each student has one image.
3. Have the students walk around the class to see if they can find the person (or people if you need to use more images to accommodate class size) who has the same image.
4. Encourage the students to ask questions like, "¿Tienes este perro?"
5. Encourage the students to respond appropriately (e.g., "Mi perro es del mismo color pero de tamaño diferente.").

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 words "zanahoria" in their personal dictionaries.

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

Procedure

1. Introduce the letter of the day, "Z." Display VSM page 15. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "Z" 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 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.



Letter of
the Day:

Z

Unit 4, Lesson 4, Module B

Language Training Self Study: Unit 4, Lesson 4, Screens 9-22

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 4, Lesson 4, Module B

Procedure

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

1. Display pages 1 and 2, and, pointing out specific images, ask students to compare the items by size and quantity.
2. Model the correction pronunciations and have students repeat in chorus.
3. Have students compare and contrast the objects in the picture to a partner.
4. If time, quickly call on each student to compare and contrast the objects.
5. Repeat these steps for each review picture.

SECTION 2

Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *demasiado*, *quedarse bien*, *ninguno*, and *todos*. Use pictures to contextualize new vocabulary.

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

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



Vocabulary Reviewed:

iguales
diferentes
tamaño
mismo
aún menos

Vocabulary Introduced:

demasiado
quedarse bien
ninguno
todos

Unit 4, Lesson 4, Module B

(continued)

Procedure

1. Cut several sheets of different colored construction paper (three different colors should work well) into small squares and put them all into a bag the students cannot see through.
2. Pass the bag around letting each student take 3-4 pieces.
3. Have each student tell the class what color their papers are. Ask the students if *todos*, *algunos*, or *ninguno* of their papers are any of the colors.

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 "zapatos" in their personal dictionaries.

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

Procedure

1. Introduce the letter of the day, "Z." Display VSM page 13. Say the letter name and make the sound a few times.
2. Have students open their personal dictionaries to the "Z" 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 14 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 "zapatos" 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 "Z," name each one, and have the students repeat each word.



Letter of
the Day:

Z



Unit 4, Lesson 4, Module C

Language Training Self Study: Unit 4 Lesson 4, 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

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 4, Lesson 4, Module C

Procedure

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

1. Display page 1, and, pointing out specific images, ask students to talk about the shoes using the target vocabulary.
2. Model the correct pronunciation of the words and have students repeat in chorus.
3. Have students repeat to a partner.
4. If time, quickly call on each student to repeat to the rest of the class.
5. Repeat these steps for each image.



SECTION 2 Introduction to Vocabulary Words

Time: 5-7 minutes

Mission: Introduce *abierto*, *cerrado* (objects and businesses), and *de nada*. Use pictures to contextualize new vocabulary.

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

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



Vocabulary Reviewed:

demasiado
quedarse bien
ninguno
todos

Vocabulary Introduced:

abierto
cerrado (objects
and businesses)
de nada

Unit 4, Lesson 4, Module C

(continued)

Procedure

1. Display VSM page 2 (photo of an open door)
2. Point to the picture and say, "La puerta está abierta."
3. Have students repeat, "La puerta está abierta" (with photo still projected)
4. Repeat steps 1-3 for VSM 3-5.
5. Display VSM page 6, then 7. Point to pictures in random order and have students say the vocabulary word being shown. (You 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.

Objective: Students will be able to identify their new vocabulary words.
Students will be able to illustrate one of their new vocabulary words.

Materials: Art supplies

Procedure

1. Explain to the class that they are going to draw a picture that you describe to them.
2. Read the lines below one at a time. Make sure to give the students enough time to draw. Feel free to substitute terms or simplify the description as appropriate for your students.
3. After they are done with their pictures, have the students compare their pictures with each other.
4. Optional: If time permits, have several or all of the students try to describe the picture back to you.
 - Hay una juguetería en la ciudad. Está abierta.
 - Cinco niños están en la tienda. Algunos juegan y algunos compran juguetes.
 - Todos los juguetes son diferentes pero algunos son del mismo tamaño.
 - Ninguno de los juguetes es del mismo color.
 - La ventana está abierta pero la puerta está cerrada.
 - Está cerrada porque hay un gato afuera y él quiere juguetes.
 - Un hombre trabaja en la juguetería. Está cansado.





Education

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