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The Rosetta Stone Story

In 1799, French soldiers uncovered a large piece of carved basalt. The discovery was significant, for the writing on the stone appeared in two languages and three scripts. The soldiers were stationed in the nearby town of Rosetta (Rashid), Egypt. The carved basalt rock became known as the Rosetta Stone. It was nearly 2,000 years old. A group of priests had created the stone in 196 BC to honor Ptolemy V Epiphanes, pharaoh of Egypt.

Decoding Egyptian Hieroglyphs

The Rosetta Stone was the key to unlocking the mystery of ancient Egyptian hieroglyphs. The writing was divided into three sections. Each contained the same message.

At the time of the inscription, Egyptians wrote in three scripts: Egyptian hieroglyphs, demotic Egyptian, and Greek. Each script had a specific use. Religious and other important documents were composed in hieroglyphs, everyday writings used the demotic script, and the rulers spoke and wrote Greek. The writers of the Rosetta Stone ensured that all priests, government officials, and rulers could read the message and appreciate its significance.

Jean-Francois Champollion, a French linguist, took the first steps toward understanding ancient Egyptian culture and language when he deciphered both the ideograms (pictures that represent things or ideas) and phonograms (pictures that represent sounds) engraved on the Rosetta Stone.

Language Learning and Technology

This priceless artifact represents the key to solving a great mystery. Just as the stone unlocked the mysteries of ancient Egypt, our software unlocks understanding of new languages and cultures.

Rosetta Stone® language-learning software was first developed in 1991. Rosetta Stone uses two principles that are the core of our philosophy of language learning: 1) The way we learn language as children—immersion in that language—is the best way to learn a new language at any age. 2) Interactive technology is a powerful tool for replicating and activating that process.

Today, Rosetta Stone is the world’s leading language-learning software.
Welcome, Teachers!

Welcome to the Rosetta Stone Teacher’s Guide. We are pleased to have this opportunity to work with you in achieving your goals for the Spanish language classroom.

Over the past three decades, there has been a dramatic increase in the number of students studying new languages. Across U.S. institutions of higher education, for example, enrollment in language courses other than English increased by more than 50 percent between 1974 and 2000, with a remarkable 12.9 percent jump during the last four years of that span, according to the Modern Language Association. Spanish continues to be the most sought-after course, studied by more than 50 percent of students enrolled in college language classes. And, with intense efforts toward internationalization underway on campuses today, other languages are soaring in popularity. Enrollment in Arabic and Chinese top the list, increasing by 126.5 and 51 percent, respectively, between 2002 and 2006.

As student enrollment increases and education standards rise, your work as a teacher in the language classroom becomes all the more valuable—and all the more demanding. For more than 15 years, Rosetta Stone has been developing language-learning programs that ensure classroom success. In doing so, we continue to create personalized, intuitive, and structured environments for learning languages.

About Rosetta Stone Inc.

Rosetta Stone® is the most recognized language-learning software brand on the market. Today Rosetta Stone is used by millions of language learners in more than 150 countries, and offers a broad range of language-training solutions for educators, corporate enterprises, and government organizations including the U.S. Army, U.S. State Department, and NASA.

Rosetta Stone is a revolutionary language-learning program acclaimed for the speed, power, and effectiveness of its Dynamic Immersion® method. Inc. magazine has named Rosetta Stone one of the 500 fastest-growing companies in the United States, and Deloitte and Touche has named it one of the fastest-growing technology companies in Virginia.

The company is headquartered in Arlington, Virginia USA, with offices in Harrisonburg, Virginia USA, the United Kingdom, Japan, Korea, and China.

For more information, visit RosettaStone.com.
How We Teach: Dynamic Immersion®

Our Dynamic Immersion method makes it possible for your students to work and think exclusively in the new language from the very beginning. By attaching new language meaning to real-life images directly—that means without native-language translations, explicit grammar instruction, or memorization drills—Rosetta Stone recreates the environment and the processes we all used to learn our first language. As a result, your students, regardless of their ages, abilities, or language backgrounds, can acquire new language skills quickly and easily using their innate language-learning abilities.

Rosetta Stone achieves this result by merging genuine immersion instruction with fully 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 computer 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 what you do best: using the social, conversational environment of the classroom to prepare learners for communicating in Spanish in everyday life.
Inside the Teacher's Guide

This Teacher's Guide contains a variety of tools you can use to integrate the Rosetta Stone® program into your classroom. The Lessons in this book are designed to help students use their classroom knowledge in real-world situations. Using strategies based on multiple learning styles and covering a wide range of topics, the classroom activities will educate students not only in the basics of a new language but in the context and cultures in which that language is spoken.

Lesson Plans

In addition to Unit and Lesson Introductions designed to help you, the teacher, understand how the software and the off-computer time interact, there are several activities available for each Lesson. The Lesson plans are designed to stimulate your students to remember and reproduce the language they are learning in a natural manner.
Grammar & Usage
Specific grammar and usage points for each Lesson in the Rosetta Stone software are included at the beginning of each new set of Lesson plans. These informative pages will help you communicate details to your students about the guidelines of the English language and about ways learners can improve their command of the nuances of the language. Delving deeper with students into the patterns that occur in English will make the language more interesting and easier to grasp.

Vocabulary Taught or Reviewed
These word lists appear in each A, B, and C Lesson of the Teacher’s Guide and showcase terms that are taught or reviewed in the corresponding Core Lessons of the Rosetta Stone software. Consider using these lists to enhance students’ recognition and understanding of English words in the following ways:

- Write vocabulary on the board and engage students in choral recitations, to enhance pronunciation and reading skills.
- Invite students to create their own flashcards for personal practice and easy reference during Lesson activities.
- Encourage students to explore the meaning of English words and their use in context by writing sentences or short stories with the target vocabulary.

Word of the Day
One featured word appears in the lower right-hand corner of each A, B, and C Lesson in the Teacher’s Guide and highlight themes from corresponding Core Lessons of the Rosetta Stone software. You will discover that the Word of the Day can be a springboard for a variety of classroom activities. For example:

- Discuss the meaning of each term and encourage students to use the target word in written sentences.
- Display terms in a prominent place as a reminder for use in spontaneous conversation.
- Use target terms in questions that inspire students to share their personal experiences (Which do you like more, fruit or vegetables?).
Bloom’s Taxonomy

In his 1956 *Taxonomy of Educational Objectives: The Classification of Educational Goals*, University of Chicago educational psychologist Benjamin Bloom described three learning domains:

- Cognitive
- Affective
- Psychomotor

Most Lessons in the *Teacher’s Guide* are classified according to the skills that characterize the cognitive domain, according to Bloom’s Taxonomy. These skills span the continuum from concrete to abstract thinking:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

The definition of learning intelligences, commonly known as Multiple Intelligences, was developed by Dr. Howard Gardner, Harvard University professor of education. In his 1983 book, *Frames of Mind: The Theory of Multiple Intelligences*, Dr. Gardner identified various ways in which people best understand and interact with their world. He encouraged educators to identify and reinforce students’ diverse learning talents by providing classroom activities that tap into these strengths and stimulate retention.

Many Lesson activities in the *Teacher’s Guide* are labeled with one of Dr. Gardner’s intelligences, to indicate the learning style that is featured:

- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Logical-Mathematical
- Musical-Rhythmic
- Naturalist
- Verbal-Linguistic
- Visual-Spatial

Level of Difficulty

Most Lesson activities in the *Teacher’s Guide* are rated on a continuum from simple to difficult. This rating is represented by red check marks. Use the following legend to determine an activity’s level of difficulty:

- Simple
- Easy
- Medium
- Moderate
- Difficult
Supplementary Materials Description

Rosetta Stone® provides a range of supplementary materials that extend the learning content of the Rosetta Stone software Lessons to the classroom. These additional materials have been developed in response to customer demand and are available for the most requested languages and program levels.

Course Content

The Course Content details the content of each Lesson, as presented in the software, and includes an index to all words in the program. This valuable reference, found on the enclosed CD-ROM, allows you to see at a glance what your students are learning as they work on Lessons at the computer, and enables you to incorporate Rosetta Stone content into your classroom curriculum. The index to all words in the program identifies the Units and Lessons where words are first introduced and then reinforced.

Workbook

The Workbook includes a number of worksheets and quizzes for each Lesson in the Rosetta Stone program. These materials help reinforce students’ learning and boost their comprehension and writing skills. You may use worksheets and quizzes to provide your students with additional practice in class or at home. The enclosed CD-ROM contains an electronic copy of the Workbook, along with tests for each Lesson and an answer key for worksheets, quizzes, and tests.
Lesson
Adaptability

Learning Styles and Skills

Learning a language requires a different approach and amount of time for each learner. Rosetta Stone® and this Teacher’s Guide both strive to ensure this flexibility is available in the software and the Lessons. Activities have been classified according to their placement along the Bloom’s Taxonomy learning continuum (application, analysis, synthesis, and others). They also address the various learning styles (bodily-kinesthetic, logical-mathematical, naturalist, and others) that align with Gardner’s Multiple Intelligences theory. Consider these categorizations when using Lessons to target the diverse learning styles and abilities found among your students.

Focused Activities

Learners who may need extra help in their language studies should be evaluated to assess their learning strengths and challenges. After the assessment, students should spend extra time working through the recommended Focused Activities in the Rosetta Stone software. Focused Activity Lessons in the Teacher’s Guide provide additional reinforcement of concepts introduced in the software. These Lessons are designed to ensure success and build confidence through small-group work in the reviewed material. Select activities that target knowledge, comprehension, and application skills (as identified in the Bloom’s Taxonomy listings) to form a solid foundation of basic concepts. Often, an approach that taps into students’ strengths can be the key to learning a language.

Enrichment Activities

Students who display an exceptional skill for language learning should be encouraged to further develop their capabilities. Enrichment Activities allow for this. Students with exceptional language-learning abilities may be assigned independent studies that require in-depth research, creative problem-solving, the setting of timelines, and the meeting of deadlines. Taking ownership of projects such as these allows students to explore different perspectives of the language they are learning. You will find Enrichment Activities ideally suited for modification based on each student’s strengths.

Gifted language learners may be more productively engaged when involved in activities that target the higher-order thinking skills of analysis, synthesis, and evaluation. Additionally, Journal Activities allow these students to express unique opinions, elaborate on ideas, examine possibilities, and explore the nuances of their newly learned language.

Elementary Students

The goal of Rosetta Stone language-learning software is to enable learners to acquire a language the same way they learned their first language—through complete immersion. Dynamic Immersion™ 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 experiences that young people receive from learning a second language can be applied to studying other languages. Until then, the early years of life are an excellent period in which to build a language-learning foundation.
With modifications to the Lessons in this Teacher’s Guide, younger learners can be guided to make the most of their natural grasp of languages. As you shape Lessons to address students’ unique learning styles, you are preparing a solid foundation for 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. For pre-literate students, use Lessons in which pictures and sound accompany text. For emergent readers, focus on highly meaningful and communicative words. 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 a group setting. You will want to lead older students through basic sentence and phrase constructions, accompanied by modified Journal Activities for learners who seem ready for them.

To make language learning more personal, encourage students to use their language skills in the community. 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.

College Students

With class participation an over-arching element of most Lessons in the Teacher’s Guide, college students are already one step ahead. They are likely already accustomed to class discussions, giving presentations, and speaking aloud extemporaneously. Consider modifying Lesson activities to be more relevant to actual situations that college students encounter, and to incorporate more advanced topics, such as local and global current events. Group work should include longer-term, more complex assignments that can be accomplished outside the classroom. And, for learners who are excelling in Spanish, Enrichment Activities should inspire ideas for projects similar to independent studies.

Encourage your students to use the Rosetta Stone software on their own time and to incorporate language-learning experiences into their fields of study, interests, or hobbies. College is an ideal time to gain exposure to different cultures, so urge learners to participate in language clubs, film festivals, and cultural and international events. You may wish to assign them to document their experiences in these extracurricular activities through writing or other media. College students can also transport the classroom into the community by volunteering to use their first- and second-language skills at community service functions, such as voter registration drives.

With the Rosetta Stone program as the foundation for their language-learning experiences inside and outside the classroom, college students will be able to communicate more effectively, more comfortably, and with more understanding of the linguistic foundations of their new language.
Unit 1

Language Basics

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Unit 1: Language Basics

Introduction to Unit 1

Here, and on introductory pages in subsequent Units, you will find a brief overview of upcoming Lessons and information about teaching the material to be covered. In Unit 1, for example, students will be introduced to key Spanish vocabulary and grammar in Lessons focusing on simple greetings, questions and answers, colors, professions, clothing, numbers from 1 to 6, and quantities.

Teaching Unit 1

The Lesson plans in Unit 1 provide a variety of games and activities you can use to teach the first Spanish words, as well as the larger language and cultural concepts they represent. You may wish to tell students of all ages that simple tasks and uncomplicated exercises during these initial classes are ideal for helping them to grasp the basic elements of the Spanish language, before more complex Lessons and activities that come later.

Lesson 1a: Singular, Plural, Present Tense, and Articles
The first class will introduce the language through greetings, simple verbs, and objects from everyday life. Students will act out basic phrases and identify words and actions through pictures and in conversation.

Lesson 1b: Pronouns
During today’s Lesson your students will have opportunities to identify which pronouns match certain singular and plural verb forms through role-playing and drawing.

Lesson 2a: Direct Objects
Lesson 2 introduces the wider world of food and animals through an array of new words. To integrate this vocabulary, students will converse, use props, and role-play to help them identify common foods, animals, objects, and actions; form plurals and combination sentences; and demonstrate sentence forms that include direct objects.

Lesson 2b: Engage the World of People and Animals
Your students will continue to integrate the vocabulary they have learned by identifying and categorizing people and animals through a drawing and identification game, as well as in reading and speaking activities. These exercises will allow practice in asking questions and in properly using subjects, verbs, direct objects, and negation in sentences.

Lesson 2c: Review
Reviews are good preparation for quizzes during the next class period. This activity focuses on retention of vocabulary as well as proper use and sentence structure. Students play a game in which they combine random subjects and predicates to form sentences that may be plausible or nonsensical. At the end of today’s Lesson, you will introduce your students to a long-term journaling project that begins with a writing assignment based on observations they will make at home or in their communities.

Lesson 3a: Colors
Through activities that incorporate flash cards, categorizing, and illustrations or photos, this Lesson will help students describe animals and objects in terms of colors. Throughout all Lessons in this course, do not hesitate to bring back information from previous Lessons to practice vocabulary while teaching new concepts.

Lesson 3b: Sizes, Pronouns, and Professions
Colorful class collages and two writing exercises challenge students to categorize nouns and adjectives, describe animals in terms of size, use pronouns properly, and identify the professions médico, doctora, policía, maestro/a, and alumno/a.
Lesson 3c: Questions and Answers
This Lesson begins to formally teach a skill that will probably be familiar to your students: asking questions. Although students will undoubtedly have heard you ask questions in Spanish, their ability to form questions in the new language will probably not be well developed. As they practice asking questions of you and their classmates during this Lesson’s three activities, students will be building a useful foundation for basic conversations in Spanish.

Lesson 3d: Latin American Cultural Activity—Describing Art
Cultural activities allow students to engage with the culture of the language they are learning and help them put their words into the appropriate context. These activities provide wonderful opportunities to bring in photos that show people from Spanish-speaking countries going about their daily lives. In this first cultural activity, focusing on Latin American art, your students will describe art reproductions using newly learned vocabulary. Next, they will draw their own pictures and describe their creations to classmates.

Lesson 3e: Journal Activity—Answering Questions
Students will take their journals home and write answers to several simple questions regarding observations they make before and after school and during the weekend.

Lesson 4a: Numbers 1–6
Introduction of the first six numbers continues the theme of describing the world around us. In this Lesson, learners will practice asking and answering questions regarding quantities using the numbers learned, the new term cuántos/as, and the number-based collages they create today.

Lesson 4b: Clothing and Quantities
In this Lesson, your students are introduced to some common objects and clothing. Using these words, they will begin to identify, quantify, and compare. As they itemize objects in their backpacks and make clothing comparisons, learners will become more comfortable engaging with one another and with other Spanish speakers outside the classroom.

Lesson 4c: Review
During today’s team-based game, learners will draw pictures representing sentences, and their teammates will try to correctly guess the sentences portrayed. Students will be encouraged to, outside of class, make note of objects, people, and activities they observe at home, around town, and in school.

Lesson 4d: Journal Activity—Writing About Home
With a list of nouns in hand, students will take their journals home and use the words to develop sentences describing their home environment.

Lesson 5a: Focused Activity—Vocabulary Collage
For this extra-help activity, students will create collages using vocabulary words and images for each of six categories—people, activities, food, colors, numbers, and objects.

Lesson 5b: Focused Activity—Reading Your Own Script
Students will get additional reading practice and have fun performing scripted dialogues—and writing their own—in this activity designed for pairs of students working together.

Lesson 5c: Focused Activity—Listening Bingo
As you prepare for this class-time game of Bingo, use the Course Content to select sentences from this Unit that contain vocabulary words. Place these terms on Bingo card grids that students will scan to search for words as they hear you read them aloud.

Lesson 5d: Focused Activity—Living Sentences
Your students will take on the role of different parts of speech—nouns, adjectives, verbs—as they act out and speak their word roles in “living sentences” style, standing side-by-side to form grammatically correct sentences. Watch everyone’s eyes light up as they shift around to form new sentences and as you assign changes in number, gender, and agreement.

Lesson 5e: Focused Activity—Grammar Choices
Learners will practice subject-verb agreement by selecting the appropriate forms.
Grammar & Usage
Unit 1, Lesson 1

Grammar
Nouns and Gender

Explain to the class that nouns are words that name people, places, things, or ideas. Introduce the concept of gender as it relates to nouns, and explain that this means each noun is identified as either masculine or feminine.

- Nouns that name males are generally masculine.
  - un hombre, un niño
- Nouns that name females are generally feminine.
  - una mujer, una niña

Almost all nouns that end in –o are masculine.
- un huevo, un carro
Almost all nouns that end in –a are feminine.
- una manzana, una bicicleta

Many nouns end in consonants or in vowels other than –o or –a. Advise students that learning the articles un, una, el, or la along with nouns will help them remember the gender of terms.

Usage
Greetings and Farewells

Discuss the concept of formality with students, and explain how formality affects greetings and farewells. Advise students that using formal speech in informal situations is preferable to using terms that are considered “too informal” for certain interactions.

A formal greeting is used when most of the people involved do not know each other well, or are not on a first-name basis. Formal greetings are also used when meeting someone for the first time:

- Buenos días.
- Buenas tardes.
- Buenas noches.
- ¿Cómo está usted?

An informal greeting is used in situations where the people know each other well, such as with friends or family. It is also used when an adult is speaking to a child. First names are often used in conjunction with an informal greeting:

- Hola.
- ¿Cómo estás?
- ¿Qué pasa?

An appropriate response to questions such as:
- ¿Cómo está usted?
- ¿Cómo estás?

is:
- Muy bien, gracias.

¡Adiós! is an appropriate farewell for both formal and informal occasions.
Unit 1, Lesson 1, Part A
Singular, Plural, Present Tense, and Articles

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Initiate and respond to greetings appropriately in the classroom environment.
• Identify people and everyday actions based on oral, written, or pictorial cues.

Materials:
Index cards with Lesson verbs
Lesson photos
Magazines

Skill Builder
Who Am I?

1. Invite individual students to stand and greet the class with “¡Hola!”
2. Peers should then respond with “¡Hola!” and the student’s name.
3. Call on individual students to stand (one at a time). Peers should then identify each as “un niño” or “una niña.” “Muchacho/Muchacha” may be used as well.
4. Ask multiple students to stand in groups. Peers should then identify them as “los niños,” “las niñas,” or “los niños y las niñas.”

Bloom’s Taxonomy: Knowledge
Multiple Intelligences: Verbal-Linguistic

Skill Sharpener
What Am I Doing? What Are We Doing?

Prepare Ahead:
• Index cards with the terms correr, beber, comer, leer (one term per card, one card per student).

1. Distribute index cards.
2. Ask for a volunteer to act out the word on his card.
3. The peer who guesses the correct word takes the next turn, as play continues.
4. After students have answered several rounds with a single word, challenge them to answer in complete sentences (“El niño corre.” or “Mateo corre.”).
5. Collect index cards after all students have taken a turn.

6. Divide the class into groups of three or four students.

7. Redistribute two cards to each group.

8. Direct each group to act out words together as peers guess their actions. Ask them to use plural nouns and correct subject/verb agreement (“Los niños y las niñas leen.” or “Ellos/Ellas leen.”).

Assessment

What Are They Doing?

Prepare Ahead:

• Collect Lesson photos and magazine photos of people engaged in Lesson activities.

1. Divide the class into groups of three or four students.

2. Distribute several photos to each group.

3. Students should describe the people and actions in their photos (“Las niñas leen.”).

4. Visit each group and cue students to show you the photo that matches your description (“Show me El hombre come.” or “Show me La mujer bebe.”).
Unit 1, Lesson 1, Part B
Pronouns

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify people by using singular/plural nouns and third-person singular/plural pronouns.
• Describe actions using correct subject/verb agreement.

Materials:
Lesson photos
Magazine photos from Assessment activity in previous Lesson

Skill Builder
Sentences in Motion

1. Write Él, Ella, Ellos and Ellas in a column on one side of the board.

2. Write singular and plural forms of the Lesson verbs in a column on the other side of the board (cocina/cocinan, nada/nadan).

3. Model the activity by selecting a term from each column, saying the resulting sentence (“Ellos cocinan.”), and asking for volunteers to role-play the sentence.

4. As students take turns, note the appropriate use of single and multiple people for subjects and for actions that match verbs.

Bloom’s Taxonomy: Knowledge
Multiple Intelligences: Bodily-Kinesthetic
Skill Sharpener
Action Drawings

1. Direct students to draw pictures that illustrate Lesson nouns (el niño, la niña, las mujeres, los hombres) as subjects engaged in Lesson actions (escriben, nadan, corren, comen).

2. Students will then describe their drawings, using the correct noun and corresponding pronoun (“Las mujeres escriben.” “Ellas escriben.”).

3. Have students write two sentences (on the backs of their papers) that describe their drawing. The first sentence should contain a noun; the second should contain a pronoun.

4. Students should then exchange papers with a peer to practice reading sentences and describing drawings.

Assessment
Two Ways to Say It

1. Distribute photos from the previous Lesson (minimum two photos per student).

2. Call on each student to describe her photo in two ways by using a noun/verb and pronoun/verb (“El niño corre.” “Él corre.”).

3. After everyone has taken a turn describing photos, end the activity by asking students to say “¡Adiós!” to you and to others as they leave the classroom.
Grammar & Usage
Unit 1, Lesson 2

Grammar

Personal Pronouns

Discuss the following with students:
Pronouns are words that replace nouns. A pronoun must agree in number and gender with the noun that it represents. Él, ella, ellos, and ellas are personal pronouns. Note that the personal pronouns on which this Lesson focuses on are subject pronouns:

- Él tiene un gato.
- Ella lee un libro.
- Ellos comen manzanas.
- Ellas duermen.

Grammar

Dropping Subject Pronouns

Explain to the class that subject pronouns are often dropped in Spanish. One can deduce what the subject is through context or by looking at the conjugation of the verb.

- Yo duermo. Duermo.
- Él duerme. Duerme.
- Ella no duerme. No duerme.
- Ellos duermen. Duermen.
Unit 1, Lesson 2, Part A
Direct Objects

Vocabulary Taught or Reviewed:
el agua
el arroz
una bicicleta
un caballo
el café
un carro
un gato
un huevo
la leche
la manzana
el pan
un periódico
un perro
un sándwich
y

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify common items and produce combinations using the term y.
• Describe actions, using sentence forms that include subjects, verbs, and direct objects.

Materials:
   • Props or photos of Lesson 2 items
   • Index cards with Lesson 2 sentences

Skill Builder
See It, Say It

Prepare Ahead:
• Props or photos of Lesson 2 items.

1. Distribute props and photos to students.

2. Have learners take turns describing their items to the class. Note the use of plurals (“los huevos,” “sándwiches”), usage, or not, of articles, (“un periódico,” “una manzana”), and combinations (“pan y leche,” “un carro y una bicicleta”).

Bloom’s Taxonomy: Knowledge
Multiple Intelligences: Visual-Spatial
Skill Sharpener

Can You Guess What I’m Doing?

Prepare Ahead:
- Props or photos of Lesson 2 items.
- Index cards with Lesson 2 sentences.

1. Place props and photos on a desk at the front of the room.
2. Model an action (using props or photos as needed). Ask students to guess what you are doing; have them answer in complete sentences.
3. Distribute one index card to each student.
4. Students should take turns acting out sentences on their cards, using props or photos when necessary.
5. Peers guess the actions, answering in complete sentences.

Bloom’s Taxonomy: Knowledge
Multiple Intelligences: Bodily-Kinesthetic

Assessment

How Many Sentences?

1. Write articles, nouns, pronouns, and verbs from Lessons 1 and 2 in columns on the board.
2. Students will have 15 minutes to write as many sentences as possible, using terms on the board and other known terms.
3. Collect sentences and check for correct word use and number agreement.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic

Word of the Day: sándwich
Unit 1, Lesson 2, Part B
Engage the World of People and Animals

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify people by using singular/plural nouns and third-person singular/plural pronouns.
• Describe actions using correct subject/verb agreement.

Materials:
Art paper
Drawing materials
Index cards with Lesson 2 sentences (with and without negation)

Jump Start

Finish the Sentence

1. Ask students to recall the nouns they have learned in this Lesson. Write these words on the board.

2. Write sentence-starters on the board, one at a time:
   La niña tiene ____.
   Los niños leen ____.
   Ellos comen ____.
   El caballo no tiene ____.

3. Students respond by answering in complete sentences and filling in the blanks with appropriate words. Elicit several responses for each sentence (“La niña tiene un perro.” “La niña tiene bolígrafos.” “La niña tiene una manzana.”).

Leave the noun list on the board for use with the Engage and Explore activity that follows.

Engage and Explore

Picture Perfect

1. Distribute art paper and drawing materials.

2. Students should illustrate a noun they have learned and may refer to the noun list on the board (from the previous Jump Start activity).

3. Students then take turns showing their drawings to the class and asking, “¿Qué es esto?”

4. Peers respond in complete sentences (“Es ____.”).
5. If a peer answers correctly, the student responds with “Sí”; the peer then takes the next turn.

6. If a peer answers incorrectly, the student responds with “No” and again asks the class, “¿Qué es esto?”

7. Activity continues until all drawings have been correctly identified and everyone has had a turn.

Assessment

Negation Station

Prepare Ahead:
- Pairs of index cards that contain one sentence with negation and one sentence without negation.

1. Divide the class into pairs of students.

2. Distribute two index cards to each group.

3. Partners take turns reading sentences and responding with or without negation, depending on the sentence on the card. For example:
   - Student 1 (reads card): Él maneja.
   - Student 2 (responds): Él no maneja.
   - Student 2 (reads card): Las niñas no tienen bicicletas.
   - Student 1 (responds): Las niñas tienen bicicletas.

4. Circulate around the room and visit each pair, listening for correct word use and sentence form.

If time permits, direct groups to develop sentences and trade them with other groups, as partners repeat Step 3.
Unit 1, Lesson 2, Part C
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Demonstrate an understanding of sentences through drawings that represent their meanings.
• Describe events in their daily lives using basic words, phrases, and sentences.

Materials:
Index cards
Art paper
Drawing materials
Student journals

Classroom Community
In-Class Activity–Sense or Nonsense?

Prepare Ahead:
• Two stacks of index cards, one of which contains articles and singular nouns for people and animals (to serve as the subjects of sentences). Examples: La mujer, El caballo
• The second stack contains predicates. Examples: lee un libro, come una manzana.

1. Distribute art paper and drawing materials.

2. Students select two index cards (one from each stack) and combine them to form sentences. Some sentences will make sense (La mujer come una manzana.), and some will be nonsensical (El caballo lee un libro.).

3. Students write their sentence on one side of the art paper, and illustrate the sentence on the other side.

4. Students then take turns displaying their drawing, while classmates guess the corresponding sentence.

5. The peer who guesses correctly takes the next turn.

6. Activity continues until everyone has had a turn.

This may be an opportunity to teach the concepts of tiene sentido and sin sentido, with students answering “sí” or “no” when you ask them “¿Tiene esto sentido?” and “¿Es esto sin sentido?”
Community Connection
Out-of-Class Activity—Journal Introduction

1. Distribute journals to students.

2. Introduce this recurring assignment by informing students that they will add entries to these journals throughout the school year.

3. For this first journal assignment, students will use known words, phrases, and sentences to describe people, animals, objects, and actions they encounter before school, after school, or during the weekend.

4. The following suggestions may be helpful when explaining the assignment:
   Make a list of what you see:
   - un perro
   - una manzana
   - periódicos
   Write phrases that are combinations of what you see:
   - los adultos y los niños
   - una bicicleta y un carro
   - huevos y leche
   Write sentences about the actions you see:
   - Los niños corren.
   - Ella maneja un carro.
   - Ellos comen sándwiches.

5. Schedule individual meeting times to review and discuss students’ entries.
Grammar & Usage
Unit 1, Lesson 3

Grammar
Definite and Indefinite Articles

Explain to the class that when referring to a specific noun, a definite article is used.
There are four definite articles:

<table>
<thead>
<tr>
<th>Article</th>
<th>Gender</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>el</td>
<td>masculine singular</td>
<td></td>
</tr>
<tr>
<td>la</td>
<td>feminine singular</td>
<td></td>
</tr>
<tr>
<td>los</td>
<td>masculine plural</td>
<td></td>
</tr>
<tr>
<td>las</td>
<td>feminine plural</td>
<td></td>
</tr>
</tbody>
</table>

El arroz es blanco.
La mujer está caminando.
Los bolígrafos son verdes.
Las flores son pequeñas.

Review the indefinite articles un and una with learners. Explain that these terms are used with nonspecific nouns.

Un is used with masculine singular nouns:
un caballo
un periódico

Una is used with feminine singular nouns:
una niña
una bicicleta

Vocabulary
The Verb ser

Familiarize students with the ways in which the verb ser is used:
• to express long-lasting qualities:
  Yo soy un hombre.
• to indicate a profession:
  Él es médico.
• to describe a quality:
  Las flores son pequeñas.

You may wish to distribute a conjugation table for ser to your students.
Unit 1, Lesson 3, Part A
Colors

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify the colors blanco, negro, rojo, azul, verde, and amarillo.
• Describe animals and objects using accurate terms and agreement for colors.

Materials:
Color flash cards
Index cards
Magazines
Drawing materials (art paper, colored pencils, crayons, markers)

Jump Start
Classroom Colors

Prepare Ahead:
• Color flash cards.

1. Display color flash cards one at time; have students name them in “drill and practice” style.

2. Ask students to look around the classroom and describe items by color using correct agreement.
   For example:
   Los bolígrafos son rojos.
   El libro es verde y azul.
   Esto es amarillo.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic

Vocabulary Taught or Reviewed:
amarillo/-a
blanco/-a
el carro
negro/-a
la pelota
rojo/-a
verde
Skill Sharpener

Color Sentences

1. As a class, brainstorm known terms for animals and objects. List these words in a column on the board.

2. Have students call out color terms as you list them in a second column.

3. Students will then write a minimum of three sentences that contain at least one word from each column:
   - El gato es negro.
   - La bicicleta es amarilla.
   - El periódico es negro y blanco.

4. Ask each student to choose two sentences from his list to read to the class. Check for gender and number agreement.

Assessment

Picture These Colors

Prepare Ahead:

- Index cards with Lesson sentences (several for each student).

1. Distribute three to five sentence cards to each student.

2. Direct students to cut out magazine photos or draw pictures that illustrate their sentences.

3. Divide the class into pairs of students.

4. Partners should trade materials (photos, drawings, sentence cards) and match illustrations with corresponding sentences.

5. Call on volunteers to read and display illustrated sentences to the class.
Unit 1, Lesson 3, Part B
Sizes, Pronouns, and Professions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe animals and objects in terms of size.
• Use pronouns to provide information.
• Identify the professions of médico, doctora, policía, and maestro/a.

Materials:
Collage paper
Magazines, newspapers
Art materials (markers, crayons, glue, scissors)
Container

Focus
Choosing and Using Words

1. Direct students to write down as many words as they can remember from Lessons to date. You may wish to set a five-minute time limit.

2. Students will then use words from their lists to create five sentences, each of which must contain at least two of the following:
   a color   the word grande
   a profession the word pequeño/a
   a pronoun

3. Call on students to read their sentences aloud. For example: “El maestro tiene un bolígrafo rojo.”

4. Collect papers and evaluate.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Curriculum Connection
Class Collages

1. Label four sheets of collage paper, each with one of the following headings:
   Colores
   Grande y Pequeño
   Médicos y Policías
   Maestros y Alumnos

2. Distribute magazines, newspapers, and art materials.
3. Have students find pictures or draw illustrations that match each heading.

4. Circulate around the room, and ask students to identify the pictures they are selecting or drawing.

5. Direct students to separate pictures according to type; they should then glue them to the appropriate collage sheet.

6. Display completed collages in the classroom.

Assessment

Finish It!

Prepare Ahead:

• Slips of paper with sentence-starters; for example:
  - Yo soy ___.  Yo tengo ___.  Él es ___.
  - Yo no soy ___.  Ella es ___.  Ellos son ___.

• Place sentence-starters in a container.

1. Divide the class into groups of two or three students.

2. Each group selects two slips of paper from the container.

3. Groups will use their sentence-starters to generate as many sentences as possible in five minutes. Examples include:
  - Yo no soy médico.
  - Yo no soy un perro.
  - Yo tengo bolígrafos rojos y azules.
  - Yo tengo un perro grande.
  - Yo no soy policía.
  - Yo no estoy nadando.
  - Yo tengo un libro negro.
  - Yo tengo una bicicleta verde.
  - Yo no soy maestro/maestra.
  - Yo no estoy durmiendo.
  - Yo tengo un gato pequeño.
  - Yo tengo un periódico negro y blanco.

4. Ask groups to take turns reading sentences aloud to the class.

Word of the Day:

alumno/a
Unit 1, Lesson 3, Part C
Questions and Answers

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Obtain and provide information by asking and answering “¿Qué...?” and “Sí/No” questions.
• Participate in question/answer exchanges.

Materials:
Objects representing known words to date (see the Course Content for vocabulary terms)
Objects of color
Index cards

Skill Builder
Yes or No?

1. Write the following on the board:
   ¿Usted es médico/doctora?  ¿Usted es alumno/a?
   ¿Usted es maestro/a?  ¿Usted es policía?

2. Call on students to respond in complete sentences to the two questions you select. Be sure students practice both a “Sí” and a “No” reply.

3. If time permits, call out the following statements one at a time. Instruct students to stand up when they hear a statement that accurately pertains to them. Ask students to sit down between statements.
   Nosotros somos niños.  Nosotras no somos niñas.
   Nosotras somos niñas.  Nosotros somos alumnos.
   Nosotros no somos niños.  Nosotros no somos maestros.

   Bloom’s Taxonomy: Application
   Multiple Intelligences: Verbal-Linguistic

Skill Sharpener
Answering Questions

1. Distribute the following:
   Known-word objects (bolígrafos, periódicos, libros, manzanas, flores)
   Objects that are negro, blanco, rojo, azul, amarillo, verde.

2. For students with known-word objects, ask “¿Qué tiene usted?” Encourage answers that are complete sentences, such as “Yo tengo un periódico.”

Vocabulary Taught or Reviewed:
nosotros/as usted/ustedes yo
3. For students with objects of color, ask “¿Es esto ____?” at least twice, once with an incorrect color word and once with a correct color word. Students should answer in complete sentences, for example:
   No. Esto no es azul.
   Sí. Esto es verde.

4. Challenge students to ask and answer questions among themselves.

Assessment

Asking and Answering

Prepare Ahead:
- Two groups of index cards, one of which contains questions such as:
  ¿Qué tiene usted?
  ¿Qué está comiendo/bebiendo/haciendo usted?
- The other group of index cards contains answers such as:
  flores amarillas  leche
  un sándwich  nadando

1. Divide the class into groups of four students.

2. Distribute coordinating question and answer cards, and have each group match appropriate questions and responses.

3. Ask for pairs of volunteers to read question and answer exchanges, with answers produced in complete sentences.

4. Have the class evaluate exchanges, using the following criteria:
   Were the correct questions and answers paired?
   Did the exchange make sense?
   If the exchange did not make sense, what should the correct exchange be?
Unit 1, Lesson 3, Part D
Latin American Cultural Activity—Describing Art

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe artistic material using known vocabulary.
• Engage in conversation by asking and answering questions about topics related to known concepts.

Materials:
Images from Latin American art (paintings, book illustrations, photos, Internet sites)
Art materials (drawing paper, colored pencils, crayons, markers)

Connecting to Culture
Describing Art

1. Using images of Latin American art (paintings, book illustrations, photos), have students engage in the following interactions:
   Describe colors, actions, and subjects to a partner or to the class.
   Ask and answer questions about colors, actions, and subjects.

2. Distribute art materials.

3. Direct students to draw a picture, using the images viewed in Step 1 as guidelines for color, actions, and subjects.

4. Have each learner take a turn describing his artwork to the class.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Unit 1, Lesson 3, Part E
Journal Activity–Answering Questions

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Provide answers to questions about the activities of others.

Skill Sharpener
Answering Questions

1. Students should write the following questions in their journals, leaving enough space between questions for their answers:
   ¿Qué está haciendo usted? ¿Qué están haciendo ellos?
   ¿Qué está haciendo él? ¿Qué está haciendo el perro?
   ¿Qué está haciendo ella? ¿Qué está haciendo el gato?

2. Direct students to take journals home and record their answers using known terms, based on observations before school, after school, or during the weekend.

3. Ask for several volunteers to read one or two entries.
Grammar & Usage
Unit 1, Lesson 4

Grammar

Noun-Adjective Agreement

Explain to learners that adjectives describe nouns and pronouns. An adjective must agree with the noun it is modifying in both number and gender:

La taza es blanca.
El carro es blanco.
Los libros son rojos.
Las bicicletas son rojas.

Usage

Questions and Answers

Familiarize students with the fact that an inverted question mark (¿) indicates the beginning of an interrogative sentence. Note the order of subject and verb placement in questions and their corresponding answers:

¿Qué está haciendo el médico?
El médico está escribiendo.
¿Cuántas llaves hay?
Hay cuatro llaves.

Remind students that interrogative terms are written with accent marks:

¿Quién tiene los libros?
¿Cuántos árboles hay?
¿Qué está haciendo la mujer?
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

• Use the numbers one through six in quantifying known items.
• Ask and answer questions about the number of known people, animals, or objects.

Materials:
- Magazines
- Collage paper
- Art materials (markers, crayons, glue, scissors)

Skill Sharpener

Count on It!

1. Write the numerals 1–6 on the board, along with their corresponding words.

2. Model the process of counting by pointing to classroom objects and making statements such as:
   - Hay un maestro.
   - Hay cinco bolígrafos negros y cuatro bolígrafos azules.

Include the following known terms:
- libro(s)  teléfono(s)
- bolígrafo(s)  alumno(s)
- periódico(s)  alumna(s)
- silla(s)  maestro(s)
- mesa(s)  maestra(s)

3. Call on volunteers to follow your example.

4. If time permits, ask questions that begin with cuántos/as. Be certain to include examples of nouns of both genders. For example:
   - ¿Cuántos libros son rojos?
   - ¿Cuántas sillas son blancas?

5. Call on students to answer in complete sentences.

Bloom’s Taxonomy: Application

Multiple Intelligences: Logical-Mathematical
Being Creative
*Countable Collages*

1. Distribute magazines and art materials.

2. Using cut-out images from magazines or their own drawings, students will create individual collages that feature various quantities of known items. For example:

   - un plato  tres flores  cinco teléfonos
   - dos huevos  cuatro mesas  seis niños

3. Each student will then list her collage items (along with quantities) on a separate sheet of paper.

4. Call on volunteers to describe their collages to the class.

5. Collect collages and lists. Evaluate for correct number and word use.

*Use collages from this activity for the following Assessment activity.*

**Assessment**
*How Many Are There?*

*Prepare Ahead:*

- Collages from the previous *Being Creative* activity.

1. Divide the class into pairs of students.

2. Distribute two collages to each group.

3. Have partners ask each other questions that begin with *cuántos/as*, using complete sentences for questions and replies. Be sure to check for proper gender agreement.

4. Circulate among groups and listen for accuracy.

**Word of the Day:**
cuatro
Unit 1, Lesson 4, Part B
Clothing and Quantities

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use known terms to describe the qualities and quantities of familiar items.
• Participate in short, simple question-and-answer sessions.

Skill Builder

What’s in Your Backpack?

Prepare Ahead:
• Direct students to bring their backpacks to class for this activity.

1. Have students list their backpack items by number and description; for example:
   tres bolígrafos azules   cuatro libros pequeños
   dos bolígrafos negros   una camiseta roja
   un libro grande

   Numbers may be written as numerals or words.

2. Ask “¿Qué tiene usted?” as volunteers answer with “Yo tengo...” and read their lists.

3. For unknown terms, students should use descriptions such as:
   Esto es blanco.
   Hay uno.
   Hay seis.

   Take this opportunity to teach new vocabulary words that are relevant to students’ interests.

Bloom’s Taxonomy: Application
Multiple Intelligences: Logical-Mathematical

Vocabulary Taught or Reviewed:
un abrigo
una camisa
una camiseta
comprar
una falda
llevar
los pantalones
una taza
un tazón
un vestido
los zapatos
Skill Sharpener
Who’s Wearing What?

1. Ask questions such as the following:
   ¿Quién lleva pantalones negros?
   ¿Quién lleva una falda?

2. Direct students to stand if they are wearing the clothing in question.

3. Call on seated volunteers to describe standing peers. Examples of responses:
   Ellos llevan pantalones negros.
   Dos niños y una niña llevan pantalones negros.
   Roberto, Joel y Emily llevan pantalones negros.

4. Ask standing students to describe those who are standing with them (“Nosotras llevamos faldas.”). Standing students should also describe seated peers. For example:
   Elena no lleva falda. Lleva un vestido.
   Yo llevo una camiseta azul. Usted lleva una camiseta verde.

Assessment
Write About It!

1. Generate a class list of 20–25 words from Lessons 1–4.

2. Direct students to write a paragraph using a minimum of 10 words from the list.

3. Call on volunteers to read their paragraphs.

4. Collect papers and evaluate.

Word of the Day:
lleva
Unit 1, Lesson 4, Part C
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use nouns, pronouns, and verbs to identify people and actions.
• Describe people engaged in various activities.

Materials:
Index cards with Lesson sentences
Worksheet with Lesson sentences and check-boxes (see Community Connection activity)

Classroom Community
In-Class Activity—Draw It, Say It

Prepare Ahead:
• Index cards with sentences from Lessons 3 and 4.

1. Divide the class into two teams.

2. A member from Team A selects an index card and draws a picture on the board that represents the sentence.

3. Team A must guess the sentence using appropriate nouns or pronouns and verbs.

4. Play moves on to Team B and continues back and forth.

Adapt activity according to class size and time, and to ensure participation by all students.
Community Connection
Out-of-Class Activity–At School, at Home, and Around Town

Prepare Ahead:
• Worksheet (one for each student) with sentences from Lessons 3 and 4; beside each sentence there should be three check-boxes with these headings:
  - En la escuela
  - En casa
  - En la ciudad
• Use graphics to illustrate these categories.

1. Review Lesson nouns, pronouns, and verbs.

2. Distribute worksheets. Explain that students should carry their worksheets with them for two to four days and check off events they see in their daily lives. For example, if a student sees the following:
  - a female peer eating lunch in the school cafeteria
  - his sister eating dinner at home
  - a young female eating a snack at the mall
  - he would check all three boxes beside La niña está comiendo.

3. Direct students to return worksheets to class on a designated day.

4. Draw school, house, and city representations on the board. Call on students to read sentences that have at least one category-box checked. Ask students to point to the corresponding representation(s) for their sentences.

This is an opportunity to teach the terms escuela, casa, and ciudad for students’ ease of understanding when carrying out this activity.
Unit 1, Lesson 4, Part D
Journal Activity–Writing About Home

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of their home environment.

Community Connection
Writing About Home

1. Ask students to write the following terms in their journals:
   las sillas   las camisas
   las mesas   los teléfonos
   las tazas   los zapatos
   los platos   los pantalones
   los tazones   las camisetas
   las camas

2. Students should take their journals home and use the above terms to develop sentences about their home environment. Encourage students to use colors, numbers, and sizes in their descriptions. Check for correct articles and gender agreement.
Unit 1, Lesson 5, Part A
Focused Activity–Vocabulary Collage

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Classify Lesson vocabulary according to the following categories:
  People
  Activities
  Food
  Colors
  Numbers
  Objects

Materials:
  Collage paper (six sheets)
  Magazines
  Newspapers
  Art materials (markers, crayons, glue, scissors)

Extra Help
Vocabulary Collage

Prepare Ahead:
• Write one of the following category titles at the top of each sheet of collage paper:
  Gente/Personas  Actividades  Comida
  Colores  Números  Cosas

1. Students should find pictures or draw images of the words and label them.
2. Direct students to add these images to the appropriate collage sheets.
3. Students will then take turns naming images and reading labels.

For additional vocabulary practice, have students create personal flash cards with Unit 1 terms. Encourage students to review cards to build vocabulary skills.
Unit 1, Lesson 5, Part B
Focused Activity–Reading Your Own Script

After completing this Rosetta Stone® Lesson and today’s class materials, students will be able to:
• Create and read their own scripts using Lesson vocabulary.

Materials:
Index cards with Lesson verbs
Lesson photos
Magazines

Extra Help
Reading Your Own Script

Script versions 1, 2, and 3 are listed following the directions for this activity.

1. Display or distribute the Version 1 script, which will be read aloud.

2. Read the script aloud. As you read, read the role of Speaker A. Students will read the role of Speaker B along with you.

3. Display or distribute the Version 2 script.

4. Students should work in pairs to generate their own variation of the script, filling in the blanks with different vocabulary words. Each student should have her own copy of the pair’s script.

5. When finished, students will form new pairs and exchange scripts, with each partner taking turns reading his new lines aloud. Partners may also create new dialogues by combining lines of script from previous versions.

6. A Version 3 script is included as a teacher reference for grammar categories.

You may choose to create a first script together with students for additional modeling.

Encourage students to be whimsical in their scripts, perhaps including conversations between animals, animals and people, apples and sandwiches, or others.
Version 1 Script
Speaker A: Hola. Yo soy médico. ¿Qué es usted?
Speaker B: Yo soy policía. ¿Qué está haciendo?
Speaker A: Estoy comiendo.
Speaker B: ¿Qué come usted?
Speaker A: Como manzanas y sándwiches.
Speaker B: ¿Cuántas manzanas tiene usted?
Speaker A: Tengo tres manzanas.
Speaker B: ¿Cuántos sándwiches tiene usted?
Speaker A: Tengo seis sándwiches.
Speaker B: ¿Qué está haciendo?
Speaker A: Estoy comprando un sombrero verde y dos camisetas.
Speaker B: ¿Qué están haciendo los hombres?
Speaker A: Ellos están corriendo. ¿Qué está haciendo el gato?
Speaker B: Ella tiene flores.
Speaker A: Adiós.
Speaker B: Adiós.

Version 2 Script
Speaker A: Hola. Yo soy _____.
¿Qué es usted?
Speaker B: Yo soy ____. ¿Qué está haciendo?
Speaker A: Estoy ____.
Speaker B: ¿Qué ____ usted?
Speaker A: ____ ____ y ____.
Speaker B: ¿Cuántos/as ____ tiene usted?
Speaker A: Tengo ____ ____.
Speaker B: ¿Cuántos/as ____ tienen usted?
Speaker A: Tengo ____ ____.
¿Qué está haciendo?
Speaker B: Estoy ____ un ____, ____ y ____ ____.
Speaker A: ¿Qué están haciendo los/las ____?
Speaker B: Ellos/as están _____. ¿Qué está haciendo el ____?
Speaker A: El ____ está _____. ¿Qué tiene la ____?
Speaker B: Ella tiene ____.
Speaker A: Adiós.
Speaker B: Adiós.

Version 3 Script
Speaker A: Hola. Yo soy [noun]. ¿Qué es usted?
Speaker B: Yo soy [noun]. ¿Qué está haciendo?
Speaker A: Estoy [verb1].
Speaker B: ¿Qué [verb1] usted?
Speaker A: [verb1] [noun1] y [noun2].
Speaker B: ¿Cuántos/as [noun1] tiene usted?
Speaker A: Tengo [number] [noun-1].
Speaker B: ¿Cuántos/as [noun-2] tiene usted?
Speaker A: Tengo [number] [noun-2]. ¿Qué está haciendo?
Speaker B: Estoy [verb] un/a [noun] [color] y [number] [noun].
Speaker A: ¿Qué están haciendo los/las [plural noun]?
Speaker B: Ellos están [verb]. ¿Qué está haciendo [noun-3]?
Speaker A: El/la [noun-3] está [verb]. ¿Qué tiene el/la [noun]?
Speaker B: Ella tiene [noun].
Speaker A: Adiós.
Speaker B: Adiós.
Unit 1, Lesson 5, Part C
Focused Activity–Listening Bingo

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use active listening skills to identify words in the context of sentences.

Materials:
Sheets of paper (one per student)
Bingo chips (or suitable substitute)

Extra Help
Listening Bingo

Prepare Ahead:
• Bingo cards—Draw five-by-five grids on sheets of paper (one per student), marking the middle square as “free.” Randomly place Lesson vocabulary words in the grid squares.
• Make a list of sentences containing vocabulary words. Consult the Course Content for ideas.

1. Distribute Bingo cards and chips to students. Have them cover their free space with a Bingo chip.

2. Explain to students that you will read sentences aloud. When they hear a vocabulary word that appears on their Bingo card, they should place a chip on top of the word. Let them know they may hear more than one vocabulary word per sentence.

3. A student shouts “Bingo!” and wins the round when she has marked five words in a row (vertically, horizontally, or diagonally).

You may opt to let the winner of each round read the sentences for the next round.
Unit 1, Lesson 5, Part D
Focused Activity–Living Sentences

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Produce selected vocabulary words in the context of complete sentences.

Materials:
Sentences with Unit 1 vocabulary words

Extra Help
Living Sentences

Prepare Ahead:
• Sentences (of varying length and degree of challenge) that contain Unit 1 vocabulary words.

1. Students will perform living sentences by standing side-by-side in correct word order and speaking assigned vocabulary words.

2. Assign each student a word or phrase for each of the following categories:
   subject noun (la niña)   adjective (verde)
   verb (bebe)             object noun (bolígrafos)

   Assign at least one student the role of y for the creation of compound subjects, verbs, objects, and sentences.

3. Students should create their own scripts by writing down each category and their assigned corresponding word.

4. Create the target sentence in the following way:
   Choose two students to bring their scripts to the front of the room.
   One student reads her subject noun; the other reads his verb.
   Be sure students arrange themselves according to the word order of the target sentence.
   Call on additional students to place themselves accordingly, as they read appropriate
   object nouns, adjectives, and other relevant parts of speech.
   When the target sentence is complete, direct students to speak their designated
   words in order.
   The class then recites the entire sentence.

5. Create different versions of the target sentence by asking students to shift positions according to number, gender, and agreement.

6. Activity continues with new target sentences.
Unit 1, Lesson 5, Part E
Focused Activity–Grammar Choices

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Demonstrate correct use of grammar by choosing appropriate word forms in the context of sentences.

Extra Help
Grammar Choices

Prepare Ahead:
• Copies of Version 2 text (see below) one per student.

1. Display Version 1 text (see below) for the class.
2. Read this passage aloud as a group, providing opportunities for students to hear several examples of correct subject/verb gender agreement.
3. Remove Version 1 from view or, depending on students’ abilities, keep the passage on display for use as a reference.
4. Distribute a copy of Version 2 text to each student.
5. Direct students to circle the correct choice for each of the 10 challenged sentences.
6. Read the passage aloud again as a group, pausing for students to use the correct words they have circled.

Version 1:


Version 2:


Unit 2

Greetings and Introductions

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Unit 2: Greetings and Introductions

Introduction to Unit 2

Once students can identify and describe some of the world around them, the next logical step is to begin interacting with friends and strangers in their new language. An integral part of this process is learning greetings, the relationships between members of a family, and basic emotions. We see this development in children learning their first language as they begin to identify with others their age and can finally express their feelings and physical states.

Teaching Unit 2

As students progress through this Unit in the Rosetta Stone® software, they should gradually become more comfortable interacting in Spanish inside and out of the classroom. With the ability to speak about where they live or used to live, where objects reside in relation to one another, and how their family structures work, students can begin the process of connecting to the culture of their new target language. Because of students' growing ability in this regard, more cultural activities are included as class projects in Unit 2. Engaging students in the Spanish-speaking cultures of the world will also help them to put the language in context and retain more information.

Lesson 1a: Family Relationships–Part 1

This Lesson introduces the concept of family. Practicing these will allow students to begin describing their own families as well as families they know. Today, they get valuable practice in these skills by describing photos that illustrate family-member vocabulary and by acting out lines of text from the software and staging mock family portraits.

Lesson 1b: Family Relationships–Part 2

In this Lesson, learners practice using demonstrative pronouns and possessive adjectives to describe family and friends. They will also have the opportunity to learn about and begin creating family trees—a project that may span several class periods. Please take care that students who have nontraditional family structures are included in an appropriate manner.

Lesson 1c: Numbers 7–12 and Ages

Be sure to mention to students ahead of time that they should bring a birthday or school photo to this class. Today they will discuss their ages and the ages of others in their families. The numbers needed may not have been covered so far in this course, so you may wish to supplement students' knowledge with additional terminology. Or, you may have students express the numbers as two single digits (30 would be 3, 0). Either option would provide a unique opportunity to teach new numbers.

Lesson 1d: Journal Activity–My Family

At home, learners will write in their journals about their family members.

Lesson 2a: In, On, and Under

With this Lesson, your students should be able to describe the relative location of objects—a particularly relevant skill since they are also learning common nouns associated with dining and home life. In addition to writing and speaking exercises, this Lesson offers an ideal opportunity for students who are kinesthetic learners to get out of their seats and place imaginary household items within rooms of an imaginary home.

Lesson 2b: Family at Home

In photo and family tree activities and a funny Valentine craft project, students will practice using family-related terms and possessive adjectives, as well as words to describe signs of affection, such as abrazar and besar.

Lesson 2c: Location and Ownership

Your class will be abuzz as students circulate around the room asking questions of each other to ascertain ownership of textbooks that you will randomly distribute. After all have located their own books, they will use their descriptive skills and comprehension of prepositions while composing still-life arrangements based on peers' instructions.

Lesson 2d: Review

Two writing assignments provide opportunities for your students to practice answering questions using creative combinations of Unit 2 vocabulary. In the take-home portion of this review, students will answer questions about their family members' activities and whereabouts.

Lesson 2e: Journal Activity–On the Air

Students get a chance to write in their journals about their favorite radio program or TV show.

Lesson 3a: Where Are You From?

Today's Lesson emphasizes the concept of being from somewhere. You will assign each learner a country to be from, and then class members will describe where they and others are from, what kind of dwellings they live in, and other details about their home lives and daily routines. A map of the world facilitates this question-and-answer session and gives students practice with the terms for cerca and lejos.

Lesson 3b: Greetings and Introductions

Casual “hellos” are probably already a part of every student's Spanish vocabulary, but today's practice in the correct form and function of greetings and introductions will enable them to use these words in proper context and feel confident in interactions with other Spanish speakers.
Lesson 3c: Latin American Cultural Activity–Landmarks and Geography
In this exercise students will use travelogue photos, articles, and captions to practice landmark-related vocabulary and the proximity terms cerca and lejos.

Lesson 3d: International Cultural Activity–Flags and Clothing
For today’s discussion about flags as cultural icons, you will need to bring in flags, or photos of flags, from countries whose names have already appeared in course vocabulary (Estados Unidos, Italia, Egipto, Brasil, Rusia, Japón, Francia, China). Examples of traditional clothing from these countries would also be a wonderful asset to augment the discussion; you may wish to ask students to bring in articles of clothing their families have at home.

Lesson 3e: Journal Activity–Where Am I From?
Students will write in their journals about where they live and where they are from in terms of a home country.

Lesson 4a: Clothing, Colors, and Physical Attributes
During this Lesson students will practice describing their clothing and certain physical attributes, such as hair color. This is the beginning of the students’ transition from being able to describe what they are doing and where they are from to describing how they are feeling physically and emotionally.

Lesson 4b: Physical States
Building on the previous Lesson in which students described their physical appearance, they now practice articulating their physical states verbally, in writing, and through gestures and sketches. The Spanish words they are using—hambre, sed, bien, calor, and frío, for example—help them describe their interior emotions and states of being.

Lesson 4c: Conversational Dialogue
Today students practice Spanish words for immediate and extended families. Pairs of students will write and perform scripts of dialogues between two family members, focusing on “small talk” and simple descriptions of how they are feeling and what they are doing, wearing, eating, or drinking.

Lesson 4d: Review
For review of Unit 4, small groups of students will develop and present scripts involving a fictitious reporter who interviews other characters about their lives. All students should have speaking parts, and you should encourage the groups to use as many known vocabulary words and concepts as possible.

Lesson 4e: Journal Activity–Dressing for the Weather
In this journal-writing assignment students will write a dialogue for several people who are discussing appropriate clothes to wear in different climates.

Lesson 5a: Enrichment Activity–Visual Essay
Students participating in this advanced activity will prepare a visual essay using storyboard format and either photos or illustrations to tell a story. Encourage only minimal use of words, as the images should portray the saga.

Lesson 5b: Focused Activity–Vocabulary Words Around the House
For students needing extra help with the wide-ranging vocabulary in Unit 2, this activity gives them an opportunity to practice by using their imaginations to create visual representations of words. These “enhanced words” fill in, shade, or outline the shapes they represent.

Lesson 5c: Focused Activity–Reading Juanita’s Journal
This reading and writing activity gives students a peek into an imaginary character’s journal. After reading the entry, they will write answers to questions about what they have discovered about Juanita.

Lesson 5d: Focused Activity–Speaking Conversations
With partners, learners will have conversations in which they imitate frequently used spoken phrases.

Lesson 5e: Focused Activity–Living Grammar
For this exercise, students will use cards on which individual words are written. They will practice lining up the cards to create sentences focusing on correct word order and subject/verb agreement.
Grammar & Usage
Unit 2, Lesson 1

Grammar

Compound Subjects

Discuss the following with learners:
A sentence with more than one subject is said to contain a compound subject.
The conjunction y joins the subjects together:
   El niño y su perro juegan.
   La madre y sus hijas juegan.

Since a compound subject is plural, its corresponding verb must match it in number:
   El niño y su perro juegan.
   La madre y sus hijas juegan.

Usage

Family Relationships

After reviewing the family terms presented in this Lesson, discuss the following: Even though the term familia refers to a group of people, it is considered to be “one” group and is therefore a singular noun. Remind students that familia takes a singular adjective, and verb.

Note that, while there are numerous ways to address one’s own parents, the terms mamá and papá are considered informal terms, while madre and padre are reserved for more formal use. The term padres is used to refer to one’s parents collectively.

Remind students that, although the terms hijos and hermanos are masculine nouns that refer to groups of males, they are also used to refer to groups of mixed gender.

Possessive adjectives must agree with the noun they modify in terms of gender and number.

   una mujer y sus hijos       mi bicicleta
   nuestro padre              mis libros
   nuestros padres             nuestra maestra

The familiar register, second person singular, tú, is used in most Spanish speaking cultures with those that are closely related to the speaker. It is also used refer to children.
Unit 2, Lesson 1, Part A
Family Relationships–Part 1

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify family members.
• Describe situations using possessive adjectives.

Materials:
   Magazine photos
   Card stock
   Index cards
   Container

Skill Builder
Picture It

Prepare Ahead:
• Photos that illustrate third-person possessive adjectives and family-member vocabulary.
  Photos of known people, animals, and objects may also be used. Mount photos on card
  stock for easy display.

1. Show photos one at a time.

2. Ask students to describe what they see, using possessive adjectives in phrases and sentences.
   For example:
   una mujer y su hija
   un niño y su perro
   Él está comiendo su manzana.
   Ella tiene sus libros
   Be sure to remind students that the possessive adjective must agree with the person/object
   ‘possessed’.

3. If time permits, divide the class into small groups of students and distribute several photos
to each group.

4. Circulate around the room as group members take turns describing photos to each other.
   Check for proper use of agreement with possessive adjectives.

Bloom’s Taxonomy: Application

Multiple Intelligences: Visual-Spatial
Skill Sharpener

Act It Out

Prepare Ahead:
• Index cards with lines of text from this Lesson.

1. Divide the class into small teams of students.

2. Distribute text cards to each team (one card per person).

3. Students should act out phrases and sentences as other teams guess the scenarios.

Check for proper use of possessive adjectives and family-member vocabulary in teams’ responses.

Assessment

Who’s Who?

Prepare Ahead:
• Slips of paper with family-member terms; place these in a container.

1. Ask for two volunteers to select six to eight slips of paper from the container.

2. These students will have five minutes to stage a mock family portrait, choosing peers to come to the front of the room and get in position based on the selected family vocabulary.

3. Classmates will guess the members of the portrait, using family terms and possessive adjectives.

   For example:
   
   • los padres y sus hijos
   • una esposa y su esposo
   • un padre y su hija

   Evaluate students’ use of family-member vocabulary and possessive adjectives. Review as necessary.

Word of the Day:
una familia
Unit 2, Lesson 1, Part B
Family Relationships–Part 2

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use demonstrative pronouns and possessive adjectives to accurately describe people and situations.
• Use family vocabulary terms appropriately in the context of class projects.

Materials:
Family photos
Example of a family tree
Large sheets of paper (one per student)

Jump Start
Family Photos

Prepare Ahead:
• Ask students to bring photos from home of family members, friends, or pets (dogs, cats, horses).

1. Students should describe their photos using demonstratives, family vocabulary, and first-person possessives (“Esta es mi hermana.” “Estos son mis padres.”).

2. After everyone has had a turn, challenge students to describe their photos using two statements, one of which uses no to clarify the other. For example, “Este es mi padre. No es mi madre.”

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial

Extending the Text
Family Sentences

1. Write the following terms in columns on the board (further conjugations can be added for practice).

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estos</td>
<td>es</td>
<td>mi(s)</td>
<td>madre</td>
</tr>
<tr>
<td>Esta</td>
<td>son</td>
<td>su(s)</td>
<td>padre</td>
</tr>
<tr>
<td>Este</td>
<td></td>
<td>n(h)uestro(s)</td>
<td>hermana(s)</td>
</tr>
<tr>
<td>Estas</td>
<td></td>
<td>nuestra(s)</td>
<td>hermano(s)</td>
</tr>
</tbody>
</table>

hijo(s)
hija(s)
amigo(s)
bebé
padres
familia
esposo
esposa
2. Students will have 10 minutes to compose as many sentences as possible, using words from each column.

3. As students take turns reading their sentences aloud to the class, listen for correct word use, sentence construction, and proper number and gender agreement.

4. Collect papers and evaluate.

**Assessment**

*Family Tree*

Extended class project:

1. Show an example of a family tree and explain its structure.

2. Have students talk with family members about their own family trees and sketch out rough drafts at home.

3. Over the next few class sessions, students should create final versions of their family trees on large sheets of paper.

4. Encourage students to creatively illustrate their family trees.

5. Students should present their family trees to the class and point out the relationships between family members.

6. Before students present projects, model the use of demonstrative pronouns, possessive adjectives, and family-member vocabulary. For example:
   
   Esta es mi madre. Estas son sus dos hermanas.
   Esta es su madre. Estos son sus dos hermanos.
   Este es su padre. Estos son sus tres hijos.

*Suggest to students that illustrations or photos may enhance family trees.*
Unit 2, Lesson 1, Part C
Numbers 7–12 and Ages

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe quantities by expressing the correct number of people, animals, or objects.
• Demonstrate an understanding of the numbers 1-12 as they relate to age.

Materials:
Lesson, magazine, or newspaper photos
Copied pages from students’ math books
Index cards
Birthday or school photos of people (ages 1–12)

Skill Builder
Count It Out!

Prepare Ahead:
• Photos with sets of people, animals, and objects.

1. Write the numerals 0–12 on the board and count aloud with students.

2. Distribute photos and direct students to count aloud and describe what they see, using this format: “Hay ______ ______.” For example:
   • Hay once flores.
   • Hay una niña.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Logical-Mathematical
Skill Sharpener

How Many?

Prepare Ahead:
• Photos that show people or items in groups of two to twelve.

1. Distribute photos.

2. Ask each student, “¿Cuántos/as _____ hay?”

3. Students should answer in complete sentences and count photo items:
   - Hay seis bebés.
   - Hay ocho tazas.

If time permits, distribute copied pages from students’ math books. Ask students to highlight words and numerals for 0–12, count, and express quantities.

- Bloom's Taxonomy: Comprehension
- Multiple Intelligences: Visual-Spatial

Assessment

Family Photos

Prepare Ahead:
• Ask students to bring in a birthday or school photo for this activity.

1. Check to see that each student has at least one birthday or school photo.

2. Students should write, on an index card, the age of the person in the photo using sentences such as:
   - Tengo _____ años.
   - Él tiene _____ años.

3. Students will gather in small groups to read their age descriptions to each other.

4. Have students trade photos with each other and describe the people in the images, using family vocabulary. Model an example: “Eric tiene ocho años y esta es su madre.”

- Bloom's Taxonomy: Application
- Multiple Intelligences: Verbal-Linguistic

Word of the Day:
amigo
Unit 2, Lesson 1, Part D
Journal Activity–My Family

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of their family.

Extending the Text
My Family

After reviewing family vocabulary with students, direct them to take their journals home and write about their family members.
Grammar & Usage
Unit 2, Lesson 2

Grammar
Direct Objects

Explain to learners that a direct object is the direct recipient of the action of a verb. It represents who or what receives the action:

Los padres están mirando a sus hijas.
Yo compre una falda.
Ellos están leyendo sus libros.

Note that an a (known as a personal a) is used before a direct object that names a specific person, pet, or group of people. The personal a is also used with personified animals or objects:

El esposo besa a su esposa.
La niña quiere a su perro.
Los padres quieren a sus hijos.

Grammar
Interrogative Terms

Familiarize students with the fact that the following interrogative terms request specific information for answers:

<table>
<thead>
<tr>
<th>Term</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Quién?</td>
<td>identity of a person</td>
</tr>
<tr>
<td>¿Quién está comiendo?</td>
<td>El policía está comiendo.</td>
</tr>
<tr>
<td>¿Qué?</td>
<td>identity of an action or object</td>
</tr>
<tr>
<td>¿Qué está haciendo?</td>
<td>Estoy escribiendo.</td>
</tr>
<tr>
<td>¿Qué es esto?</td>
<td>Es un árbol.</td>
</tr>
<tr>
<td>¿Cuántos/-as?</td>
<td>quantity</td>
</tr>
<tr>
<td>¿Cuántos años tienes?</td>
<td>Tengo diez años.</td>
</tr>
<tr>
<td>¿Dónde?</td>
<td>location</td>
</tr>
<tr>
<td>¿Dónde están las tazas?</td>
<td>Las tazas están en el fregadero.</td>
</tr>
</tbody>
</table>
Unit 2, Lesson 2, Part A
In, On, and Under

Vocabulary
Taught or Reviewed:
un apartamento
un baño
la casa
la cocina
el comedor
una computadora
debajo
un dormitorio
en
un fregadero
un inodoro
una laptop
una puerta
un radio
un televisor
la sala de estar
una silla
sobre
una ventana
el zapato

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Identify household rooms and objects.
• Describe and illustrate the location of people, animals, or objects.

Materials:
Container
Index cards
Art materials

Skill Sharpener
In, On, or Under?

Prepare Ahead:
• Slips of paper with known nouns; place these in a container.

1. Write these prepositions on the board: en, sobre, debajo.
2. Students should take turns selecting two nouns from the container.
3. Direct students to write three sentences (taking care that gender and number agree) that contain their two nouns and each listed preposition. For example, if a student selects the words las llaves and el zapato, his sentences should read:
   Las llaves están en el zapato.
   Las llaves están sobre el zapato.
   Las llaves están debajo del zapato.
4. Call on several volunteers to read their sentences.
5. Students may illustrate sentences if time permits.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Extending the Text
What Is It? Where Does It Belong?

Prepare Ahead:
• Index cards with known household terms (la cama, el tazón, la mesa).

1. Write the terms la sala de estar, el baño, la cocina, el comedor, and el dormitorio on the board. Leave a good deal of space between terms.
2. Distribute household-term cards.
3. Direct students to tape cards on the board, under the room heading where the household item is likely found. For example, el tazón = la cocina, la cama = el dormitorio.

4. If time permits, redistribute household-term cards. Use these to label different classroom areas as house rooms, with students going to the area that matches their term. For example, the holder of a televisión card would stand in la sala de estar. Groups should identify their locations (“Nosotros estamos en la cocina.”), and students should specify what item they have (“Yo tengo un fregadero.”).

Assessment

Audio-Visual Quiz

Prepare Ahead:
- Several sentences with adjectives and prepositions. For example:
  El perro pequeño está debajo de la mesa grande.
  La manzana roja está sobre la silla verde.
  El arroz blanco está en el tazón amarillo grande.

1. Distribute art materials.
2. Read the first sentence aloud.
3. Direct students to illustrate this sentence.
4. Repeat Steps 2 and 3 for the remaining sentences.
5. Collect students’ papers and evaluate for accuracy.
Unit 2, Lesson 2, Part B
Family at Home

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use family-vocabulary terms and possessive adjectives to describe actions.
• Use terms of emotion (abrazar, besar, querer) to describe and illustrate family relationships.

Materials:
Lesson photos of family members
Art materials (construction paper, glue, scissors, markers)
Family tree

Focus and Motivate
Who’s Who?

Prepare Ahead:
• Lesson photos of family members. Make sure that students understand the differences between ser and estar.

1. Display Lesson family photos one at a time.

2. Ask questions such as the following:
¿Quién abraza a la hija?                 ¿Dónde están la niña y su abuela?
¿Es el niño su hermana?                

3. Be sure that each student answers at least one question, using complete sentences to do so.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial

Engage and Explore
My Funny Valentine

Prepare Ahead:
• Art materials such as construction paper, glue, scissors, and markers.

1. Distribute art materials.

2. Ask students to choose a family member to be the subject of a Valentine’s Day card.

3. Students should select two known objects, one to represent themselves and one to represent their relative. For example, a student takes on the persona of a bicycle and her mother is portrayed as a newspaper.
4. Students then create a valentine illustrating a humorous, loving interaction between the two objects, personifying through collage or illustration. For example, a mother newspaper could be shown hugging a daughter bicycle.

5. Explain how the verb querer means “to want.” However, in this context it becomes an expression of endearment to be used with family members and very close friends. Students should also write a sentence somewhere on the card describing the scene, along with the following statement: “Te quiero, ________.” The blank should be filled in with a family-member term.

6. Encourage students to share their cards with a partner or the class.

7. Suggest that students take their card home, present it to their relative, and discuss it with their family.

As an alternative activity, students could create valentines for use by younger students.

Assessment

Family Tree

Prepare Ahead:

• An illustrated family tree showing three generations. Be sure that each person on the tree has a different name for easy identification. Illustrations may be drawings or magazine photos.

1. Display family tree.

2. Have students respond in writing to questions you pose, such as the following:
   ¿Quién es su padre?
   ¿Quién es su abuela?

3. Students should use complete sentences and characters’ first names when writing their answers. For example:
   Jacob es su padre.
   Emma es su abuela.

4. Collect papers and evaluate.

Word of the Day:

quiero
Unit 2, Lesson 2, Part C
Location and Ownership

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Ask and answer questions to ascertain ownership.
• Demonstrate an understanding of prepositions by following verbal instructions.

Materials:
Photos from this Lesson or other sources
Textbooks (any subject matter)
Objects for known words (see Assessment, Step 2, for details)

Skill Sharpener
Vocabulary Drill

Prepare Ahead:
• Photos from this Lesson or other sources.

1. Show photos that represent Lesson vocabulary.
2. Ask questions such as:
   ¿Qué es esto?
   ¿Qué está haciendo?
3. Rotate through photos several times, allowing students to answer different questions about the images.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Visual-Spatial

Engage and Explore
Whose Is It?

Prepare Ahead:
• Textbooks, each with a label containing a student’s name.

1. Distribute one textbook to each student, making sure they don’t get their own.
2. Have students circulate around the room, find a peer, and ask, “¿Este es tu libro?” as they show the book they are holding.
3. If the peer looks at the label and responds, “Sí. Este es mi libro.” the partners will trade. If the response is, “No. Este no es mi libro.” the students will move on to ask other peers.

4. Play continues until all students have a textbook with their name.

Assessment

*The Mirror Game*

1. Divide the class into pairs of students.

2. Distribute to each student four objects that are identical to those of his partner. Each pair in the class can have a different set of objects.

3. Have students set up a screen of some sort between them (an open textbook standing on end), so that neither can see what the other is doing.

4. Start the game by having one student from each pair select two objects from her possible set and arrange them in, on, or under each other, behind the screen. This student then tells her partner what she built (“Las llaves están sobre el plato.”).

5. The partner then tries to build the same still-life. When this student thinks he has duplicated his partner’s creation, he takes away the screen so the arrangements can be compared. Pairs should then switch roles.

6. Circulate around the room and assess students’ actions for comprehension and retention.

*If this activity seems too easy for students, make it more challenging by having the guesser ask questions to find out what the objects are and how they relate to each other. For example:*

- ¿Hay una manzana? ¿La manzana está sobre el libro?
- ¿Hay un libro? ¿La manzana está debajo del libro?

*For advanced students, have them construct still-life scenes with three or more items (El plato está debajo de la manzana y sobre la taza.).*
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide creative answers to basic questions by combining known terms in new ways.
• Chronicle their family’s home activities by reading a given set of questions and writing appropriate answers.

Classroom Community

In-Class Activity—Quirky Questions and Amazing Answers

1. Distribute a list with questions from Lessons 1 and 2 to each student. Examples include:
   - ¿Qué estás haciendo?
   - ¿Quién está jugando/comiendo/
durmiendo/bebiendo?
   - ¿Estás comiendo/durmiendo?
   - ¿Dónde están mis llaves/libros?
   - ¿Dónde está mi abrigo/taza/periódico?
   - ¿Ella es tu hermana?
   - ¿Él es tu hermano?
   - ¿Es este tu libro/sombrero/pelota?
   - ¿Cuántos años tienes?
   - ¿Cuántos años tiene él/ella?

2. Generate a class list of terms for students to use when answering the questions in Step 1. Be sure to include the following:
   - mirando/escuchando
   - sentado/parado
   - sobre/en/debajo
   - la silla/la mesa
   - la casa/el apartamento
   - la puerta/la ventana
   - televisión/radio/computadora

3. Students should write answers to each question, using complete sentences and as many Lesson terms as possible.

4. Encourage students to be creative in their replies. For example, a response to the question “¿Qué está haciendo usted?” might be:
   - Estoy sentado/a debajo de la mesa en el comedor mirando televisión, escuchando radio y comiendo un sándwich.

5. Read each question, and ask several volunteers to share their answers with the class.
Community Connection
Out-of-Class Activity - Family Facts

1. Distribute a list of household questions to each student, with information such as the following:
   ¿Quién está sentado/a en la cocina? ¿Quién está durmiendo en el dormitorio?
   ¿Quién está parado/a en el comedor? ¿Quién está mirando televisión?
   ¿Quién está caminando/a en la sala de estar? ¿Quién está en la casa/el apartamento?
   ¿Quién está durmiendo en el dormitorio? ¿Quién está en el carro?

2. Direct students to take their lists home and answer questions in complete sentences, using known terms for family names. Encourage students to be as detailed as possible. For example:
   Mi hermana está sentada en la cocina y mi padre está cocinando en la cocina.
   Mi hermano está caminando en la sala de estar, mi perro está, corriendo en la sala de estar
   y mi madre está mirando televisión en la sala de estar.
   Mis zapatos y mis libros están debajo de la cama y mi gato está durmiendo debajo de la cama.

3. Students should bring completed assignments to the next class session and take turns reading their home observations aloud.

4. Collect papers and evaluate.
Unit 2, Lesson 2, Part E
Journal Activity–On the Air

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of their radio and TV preferences.

Community Connection

On the Air

Direct students to write a journal entry about the radio programs they listen to, and the TV shows they enjoy watching.
**Grammar & Usage**

**Unit 2, Lesson 3**

**Grammar**

**Prepositions**

Explain to learners that the terms *en*, *sobre*, and *debajo de* are prepositions of location that appear before the nouns they modify:

- La mujer está sentada *en* el parque.
- Las niñas están paradas *sobre* el puente.
- El gato está *debajo de* la mesa.

**Usage**

**Syllables and Stress**

Explain to students that stressed and unstressed syllables are important components of correct pronunciation. Advise learners to use the following rules to determine which syllable to stress:

- When a word ends in a vowel or the letter *n* or *s*, the stress falls on the next-to-last syllable:
  - *parque*
  - *habla*

- When a word ends in any consonant other than *n* or *s*, the stress falls on the last syllable:
  - *estar*
  - *ciudad*

- When a word contains an accent mark, the stress falls on the syllable with the accent:
  - *tazón*
  - *país*
Unit 2, Lesson 3, Part A
Where Are You From?

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Ask and answer questions about known cities and countries.
• Describe locations in terms of cerca and lejos.

Materials:
World map
Lesson photos of cities and countries
Illustrated travelogues
Travel brochures

Jump Start
Around the World

1. Using the world map, Lesson photos, and travel publications, hold a brief question-and-answer session about known cities and countries. For example:
   ¿Cómo se llama este país?
   ¿De dónde es usted?
   ¿Dónde vive usted?
   ¿Cómo se llama esta ciudad?
   ¿Está Japón lejos de China?
   ¿Está Italia cerca de Francia?

2. Students should answer in complete sentences.

3. If time permits, have several volunteers ask questions of their peers.
Curriculum Connection

What Country Are You From?

Prepare Ahead:
• World map.

1. Label different classroom areas with the names of known countries.
2. Review the names of countries, using the world map for reference.
3. Assign students to different classroom areas (countries).
4. Ask each student to state the name of his country and describe where his peers are from.
   For example: “Soy de Egipto. Lily es de Italia. Marcos, Celia y Alex son de Brasil.”
5. Have students describe the relationship of the classroom countries in terms of cerca and lejos.
6. As a group, determine the number of students from each country and create a class graph.
   Discuss this information.

Assessment

Where We Live and What We Do

1. Generate, as a class, a list of known vocabulary words that relate to dwellings, countries, cities, and daily routines.
2. Direct students to write at least five sentences that describe where they and others live and what they do in their homes. For example:
   Soy de Rusia. Vivo en un apartamento. Mi comedor es azul.
   Mi abuela vive en Egipto. Su casa está cerca de un parque.
3. Call on students to read their sentences aloud.
4. Collect papers; check for proper word use and sentence structure.

Word of the Day:
ciudad
Vocabulary Taught or Reviewed:
adiós
conocerte/le
encantado/a de
esta / este
hola
llamarse

Unit 2, Lesson 3, Part B
Greetings and Introductions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Introduce themselves appropriately within the context of conversations.
• Ask and answer questions about personal interests.

Skill Sharpener
Greetings and Salutations

1. Direct students to form two to four lines, depending on class size. There should be four to six students in each line.

2. The first student in each line begins the following exchange with the peer behind or beside her:
   Speaker 1: Hola. Me llamo _____. ¿Cómo te llamas?
   Speaker 2: Me llamo _____.
   Speaker 1: Encantado/a de conocerte.
   Speaker 2: Encantado/a de conocerte.
   Speaker 1: Adiós.
   Speaker 2: Adiós.

3. Speaker 2 then turns to Speaker 3 and says, “Hola. Me llamo ______. ¿Cómo te llamas tú?”
   Conversations continue down the lines in the above fashion until everyone has participated.

Bloom’s Taxonomy: Knowledge
Multiple Intelligences: Interpersonal
**Classroom Community**

**Getting to Know You**

1. Divide the class into pairs of students.

2. Direct partners to interview each other, using questions such as:
   - ¿De dónde eres?
   - ¿Dónde vives?
   - ¿Tienes perros/gatos/peces/caballos?
   - ¿Cuántos?
   - ¿Tienes una bicicleta/un carro?
   - ¿Cuántos años tienes?
   - ¿Tienes un hermano/una hermana?
   - ¿Cuántos años tiene él/ella?

3. Advise students to write down their interview questions and answers.

4. After partners have interviewed each other, they should take turns introducing one another to the class. Each interviewer should report at least three facts about his subject, using complete sentences.

**Assessment**

**Writing About New Friends**

1. Direct students to create a short story (minimum two paragraphs) about people who are getting to know each other.

2. Stories should include the following information about the characters:
   - names
   - ages
   - countries or cities of origin
   - descriptions of residences
   - family members
   - clothing
   - activities

3. Ask several volunteers to share their stories with the class.

4. Collect papers and evaluate.

*As an option, students may illustrate their work.*

---

**Word of the Day:**

me llamo
Unit 2, Lesson 3, Part C
Latin American Cultural Activity–Landmarks and Geography

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Describe famous cities, streets, parks, and bridges.

Materials:
Brochures, travelogues, and magazines with photos of Latin American landmarks that illustrate Lesson vocabulary

Connecting to Culture

Landmarks and Geography

1. Display travelogue photos of famous landmarks in Latin America, focusing on bridges, streets, parks, cities, and proximity (cerca/lejos). Read appropriate accompanying text about each landmark to the class. Examples may include:
   - Camino del Inca
   - Plaza de la Constitución
   - Palacio Nacional México D.F.

2. Divide the class into pairs of students.

3. Distribute travel photos to the pairs. Have partners describe pictures to each other using Lesson vocabulary.

4. Students should also highlight Lesson vocabulary they find in captions and articles, then read the phrases and sentences that contain these words to their partners.

5. Circulate around the room to monitor descriptions, answer questions, and listen to students read Lesson vocabulary in context.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal–Linguistic
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:

- Describe cultural icons (flags) using known terms.
- Describe clothing and country of origin using appropriate vocabulary terms.

**Materials:**
- World map
- Flags (actual, photos, illustrations) from known countries
- Examples of traditional clothing from known countries

**Connecting to Culture**

*Flags and Clothing*

1. Display flags from known countries (Estados Unidos, Italia, Egipto, Brasil, Rusia, Japón, Francia, China), and label them with the name of the country they represent.

2. Direct students to select a flag, name its country, and describe its colors. For example:
   Esta es de Italia y es roja, blanca y verde.

3. Display traditional clothing (or show photos if garments are not available) and use a world map to identify the countries where the clothing is worn.

4. Discuss with students the words used for the clothing and why and by whom each piece is worn. Ask students to describe them, using color, size, and other known vocabulary terms.

*This may be an opportunity to teach the term bandera, which is taught in a later Lesson.*

**Bloom’s Taxonomy:** Application

**Multiple Intelligences:** Visual-Spatial
Unit 2, Lesson 3, Part E
Journal Activity–Where Am I From?

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of their current dwelling and home country.

Real-Life Learning
Where Am I From?

1. Students will write, in their journals, a paragraph describing who they are, where they live, and from what country they come.

2. Have students repeat the above information for two relatives.
Usage

Asking and Answering Questions

Note the interrogative phrase in this Lesson that enables students to ask about colors:

¿De qué color es…?
¿De qué color es su suéter?
Su suéter es azul.
¿De qué color es tu pelo?
Soy pelirroja.

Remind learners that terms for personal physical states will allow them to respond in various ways to the questions ¿Cómo está usted? and ¿Cómo estás?

¿Cómo está usted?
Estoy enferma.

¿Cómo estás?
Estoy cansada.

¿Cómo está usted?
Muy bien, gracias.

Usage

Descriptive Adjectives

Discuss the following:

Adjectives modify nouns. An adjective describes a person, place, thing, or idea in a way that sharpens images and helps people communicate more precisely. Note that the most basic way to use an adjective is to place it after the noun it describes.

El hombre alto lleva un traje negro.
La mujer baja lleva un traje gris.

Remind students that adjectives must agree with the noun they modify in terms of gender and number. Provide examples:

una camisa roja    un caballo negro
unas camisas rojas  unos caballos negros
Unit 2, Lesson 4, Part A
Clothing, Colors, and Physical Attributes

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify hair color and clothing.
• Describe physical attributes using known Lesson terms.

Materials:
Art books or magazines

Skill Sharpener
Are You Describing Me?

1. Reinforce terms for colors, clothing, and attributes by asking questions such as:
   ¿De qué color son los calcetines?
   ¿Lleva un suéter morado?
   ¿De qué color es tu pelo?
   ¿Tienes sed?
   ¿Es su abrigo naranja?
   ¿Es alto él?

2. Students should answer in complete sentences.

3. If time permits, have students work in pairs to ask and answer their own color, clothing, and attribute questions.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Focus and Motivate

*Description Detectives*

1. Write sentences such as the following on the board:
   - Tengo pelo _____.
   - Llevo una camisa/camiseta _____.
   - Llevo zapatos _____.
   - Mi familia es grande/pequeña.
   - Tengo _____ hermanos y _____ hermanas.
   - Soy _____.

2. Direct students to copy sentences onto a sheet of paper (names should not appear on papers), filling in the blanks with the colors, sizes, and numbers that apply to them.

3. Collect papers and redistribute, ensuring that students do not receive their own paper.

4. Have students silently read their new papers, circulate around the room, and find the peer who matches the description.

5. When a match is made, the student should return the paper to its owner.

6. Activity continues until all papers have been returned to their rightful owners.

*If time permits, call on volunteers to read their papers aloud.*

Bloom’s Taxonomy: Application

Multiple Intelligences: Bodily-Kinesthetic

Assessment

*Describing Others*

1. Distribute art books or magazines.

2. Direct students to describe the people and animals they see in photos or illustrations, using known terms for colors, clothing, sizes, and physical attributes.

Bloom’s Taxonomy: Application

Multiple Intelligences: Visual-Spatial
Unit 2, Lesson 4, Part B
Physical States

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe physical states in verbal and written forms.
• Illustrate physical states by way of gestures and sketches.

Materials:
- Container
- Lesson and magazine photos
- Art materials

Being Creative
Acting Up

Prepare Ahead:
• Slips of paper with terms for the physical states learned in this Lesson:
  - bien
  - calor
  - frio
  - hambre
  - sed
  - enfermo/a
  - cansado/a

1. Place slips of paper in a container.

2. Each student should take a turn selecting from the container and pantomiming the condition on his paper.

3. The first student to correctly guess the action and state it in a complete sentence (“Alberto tiene sed.”) is the next to draw from the container.

4. Activity continues until everyone has had a turn pantomiming a physical state.

If time permits, direct small groups to act out the same physical state, in unison, for practice with plural-form descriptions (“Ellos están bien.”).

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
**Curriculum Connection**

**How Are They Feeling?**

**Prepare Ahead:**
- *Lesson and magazine photos of people and animals who are fine, hot, cold, hungry, thirsty, sick, or tired.*

1. Divide the class into groups of three or four students.

2. Distribute several photos to each group.

3. Direct students to describe photos to their partners, using complete sentences and known terms for physical states. Examples include:
   - Los hombres y las mujeres tienen frío y los niños y las niñas tienen calor.
   - La madre está bien y el hijo está enfermo.

4. Partners should ask questions about the physical states of the photo subjects. For example:
   - ¿Quién tiene hambre?   ¿Quién está bien?
   - La mujer alta tiene hambre.   El bebé está bien.
   - ¿Quién tiene sed?   ¿Quién está cansado?
   - El perro negro tiene sed.   El abuelo está cansado.

5. Circulate around the room to listen to questions, answers, and descriptions.

**Assessment**

**Comic Conditions**

1. Write the following personal-state terms on the board: *bien, calor, frío, hambre, sed, enfermo/-a, or cansado/-a.*

2. Direct students to choose one or more terms and create a four-panel (minimum) comic strip about the condition(s).

3. Have students share their comic strips with the class.

---

**Word of the Day:**

*bien*
Unit 2, Lesson 4, Part C
Conversational Dialogue

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Identify different names for the same family member, such as madre/mamá, padre/papá.
• Participate in conversational exchanges that include greetings, physical states, and farewells.

Skill Sharpener
Two Names, Same Person

Prepare Ahead:
• Lesson and magazine photos of mothers, fathers, grandmothers, and grandfathers (photos should be of individuals and groups).
• Explain to students that “-ito/a” can be added to numerous words in Spanish to show informality, affection, or diminutive size. In this exercise, learners will see that “abuela/o” becomes the less formal “grandpa/ma” equivalent when changed to “abuelito/a.”

1. Display photos one at a time and ask, “¿Quién es?”

Take this opportunity to introduce quiénes.

2. When a student answers, ask the class a second question that prompts the use of a parallel name. For example:
   Teacher: ¿Quién es?
   Student 1: Ella es mi abuela.
   Teacher [to class]: Sí, ella es mi abuela. ¿Es ella un abuelo?
   Student 2: No. Ella no es un abuelo.
   Teacher: ¿Es ella una abuela?
   Student 3: Sí. Ella es una abuela.

3. Use group photos to help students practice plurals and the term y. For example:
   Teacher: ¿Quiénes son ellos?
   Student 4: Ellos son abuelos y papás.
   Teacher [to class]: Sí, ellos son abuelos y papás. ¿Son ellos abuelos? ¿Abuelas?
   ¿Padres? ¿Madres?
   Student 5: Ellos son abuelos y padres.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Being Creative

Family Scenarios

Prepare Ahead:
- One-sentence scenarios featuring two family members (María y su abuelo están en el parque).

1. Divide the class into pairs of students.

2. Assign each pair a scenario, with partners deciding the roles they will play.

3. Students should write scripts and rehearse their scenarios, using the following criteria:

   Characters take turns introducing themselves and describing how they are feeling, what they are doing, what they are wearing, and what they are eating or drinking. For example:

   Scene: María y su abuelo están en el parque.


   Student 2: Hola. Soy abuelo. Estoy cansado y estoy sentado debajo de un árbol cerca de María. Llevo un sombrero blanco, una camiseta amarilla y pantalones marrones. Estoy leyendo un libro y bebiendo café.

4. Each group will perform its script before the whole class. Encourage spontaneous conversations between characters after their scripted lines have been read.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Assessment

Spontaneous Chatter

1. Circulate around the room and ask questions that foster spontaneous conversation. For example:

   ¿Cómo estás? ¿Qué llevas?
   ¿Qué estás haciendo? ¿Él es tu hermano?
   ¿De dónde eres? ¿De qué color es tu pelo?
   ¿Dónde vives? ¿De qué color es tu camiseta?
   ¿Cuántos años tienes? ¿Tienes un perro?

2. Encourage students to ask you similar questions using formal address.
Unit 2, Lesson 4, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Develop dialogues that include social interactions and fact-finding.
• Present information about people and events in their home environments.

Classroom Community
In-Class Activity–Interesting Interviews

1. Divide the class into groups of three or four students.

2. Direct each group to develop a script of an interview with fictional characters. At least one group member should play the role of reporter, and each member should have a speaking role.

3. Students should include the following concepts, terms, questions, and statements in their scripts:
   - countries
   - personal states
   - What is your name?
   - cities
   - near/far
   - How are you?
   - landmarks
   - Where do you live?
   - This is my ____.
   - clothing
   - Where are you from?

Sample script:
   Reporter: Hola. Me llamo Cara Quinn. ¿Cómo te llamas?
   Giulia: Me llamo Giulia Russo. Este es mi amigo. Se llama Vladimir Petrov.
   Cara: Encantada de conocerte. ¿Cómo estás?
   Giulia: Estoy bien.
   Vladimir: Estoy bien.
   Cara: ¿De dónde eres, Giulia?
   Giulia: Soy de Roma, Italia.
   Cara: ¿De dónde eres, Vladimir?
   Vladimir: Soy de Moscú, Rusia.
   Cara: ¿Dónde viven?
   Giulia y Vladimir: Vivimos en Nueva York.
   Cara: Giulia, ¿tu apartamento está cerca del parque?
   Giulia: No. Mi apartamento está lejos del parque.
   Cara: Vladimir, ¿qué estás haciendo?
   Vladimir: Estoy comprando una camisa blanca, un cinturón negro y unos pantalones grises.

4. As groups present their interviews to the class, challenge the audience to listen for correct word use and meaning, and for the inclusion of required concepts.
Community Connection
Out-of-Class Activity–Home Happenings

Prepare Ahead:
• Copies of interview forms and sample answers, one per student.

1. Distribute an interview form and sample answers to each student.
2. Explain that students should fill out these forms in their homes after interviewing family members and noting observations about near and far placements of objects.
3. Students should bring completed interview forms to the next class session.
4. During the next class session, divide the class into small groups of students. Each member should take a turn reading his interview to others in the group.
5. Circulate around the room and listen to readings.
6. Collect papers and evaluate.

Examples of interview forms with corresponding sample answers:

Part A: Me llamo _____ y soy alumno/a. Soy de ____ y vivo en _____. Esta es mi _____. Ella se llama ____ y es de ____. Ella tiene pelo ____ y es baja/alta. Ella tiene hambre/sed. Ella lleva ____ y está ____ en el _____.

Part B: ¿Qué está lejos y cerca en tu casa? ¿Qué está haciendo tu familia en la casa? ¿Dónde está tu familia en la casa?

Sample Answers, Part A:

Sample Answers, Part B:
El televisor está cerca de la puerta en la sala de estar y el radio está lejos de la puerta en la sala de estar. La cocina está lejos del dormitorio. Mi hermano y mi gato están jugando en la cocina. Mi hermana y mi madre están leyendo en el dormitorio. Mi hermano y mi gato están lejos de mi hermana y de mi madre.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of the types of clothes to wear when someone is warm or cold.
• Describe actions using correct subject/verb agreement.

Learning for Life
Dressing for the Weather

Students should write in their journals a dialogue for two or three people from different climates who are discussing modes of dress. For example:
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Take a project beyond the classroom and work successfully, independently, and in small groups.
• Work toward a goal while maintaining a series of deadlines for a long-term project.
• Take ownership of their own learning process by choosing the topic and direction of a large project.

Stretching the Imagination
Visual Essay

Enrichment Activities engage advanced students in challenging language-learning projects that extend beyond the traditional class period. Timetables should be adapted to fit the schedules of the student or students involved, with weekly or periodic meetings keeping them on pace. Consider having students review, edit, and critique each other’s work at different points during the projects. Do your best to keep this activity as student-driven as possible.

Prepare Ahead:
• Have poster paper available to students who may need it.

1. Challenge students to create a photo or illustration essay about a topic that interests them. They may use images from any source, or may sketch their own illustrations.

2. Students should arrange their images in storyboard fashion, using sentences occasionally to set a scene, describe an action, or draw a conclusion. Remind learners to allow the images to tell the majority of the story.

3. Have students display their visual essays on posters.

4. Learners should present their stories to the class, as you assess their descriptions and the ways in which their images reflect the action, conflict, or emotion the students intended to portray.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
- Connect vocabulary words with their visual representations.

**Materials:**
- Drawing materials

**Extra Help**

*Vocabulary Words Around the House*

1. Distribute four to six sheets of paper to each student.

2. On each sheet of paper, students should pencil-sketch a scene in a different room in their home. Each scene should at least include furniture, objects, and family members.

3. Students should then combine Lesson vocabulary with their illustrations to create “enhanced words.” Using colored pencils, learners should use written words to fill in, shade, or outline the shapes they represent. Demonstrate by drawing some possibilities on the board. For example, when writing el gato, draw el as the cat’s head (with added ears and whiskers), ga as its body and to as its tail. Another example would be writing **la mesa** four times vertically to serve as the legs of a table.

4. Students will then present their sketches to the class, and briefly describe each scene.

*Encourage students to be creative in their integration of words with drawings; the goal is to have Lesson vocabulary “be” the objects.*
Unit 2, Lesson 5, Part C
Focused Activity–Reading Juanita’s Journal

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide accurate information after reading a selected passage and related questions.

Extra Help
Reading Juanita’s Journal

Prepare Ahead
• Copies of the Journal Entry (see below); one per student.

1. Distribute a Journal Entry to each student.
2. Instruct students to silently read the Journal Entry while you write questions on the board.
3. Students should respond to questions by writing their replies in complete sentences, in preparation for class discussion.

Journal Entry:

Suggested questions:
¿De dónde es Juanita?
¿De qué color es el suéter?
¿Cuántos niños hay en la familia?
¿Quién está en la cocina?
¿Quién es pelirroja?
¿Quién es policía?
¿Dónde está sentado su padre?
¿Dónde están los gatos?
¿Qué está cerca de su casa?
¿Quién tiene un dormitorio rosado?
¿Qué está leyendo su padre?
¿Quién tiene hambre?
¿Cuántos gatos tiene su hermana?
¿Qué lleva Isabel?
¿Qué está haciendo su hermano?
¿Qué está haciendo su hermana?
¿Dónde trabaja su padre?
¿Quién es alta?
¿Cuántos huevos hay?
Unit 2, Lesson 5, Part D
Focused Activity–Speaking Conversations

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Participate in introductory conversations.

Extra Help
Speaking Conversations

1. Divide the class into pairs of students.

2. Each pair will participate in conversations that rely on parroting common conversational phrases. For example:
   Speaker 1: Hola.
   Speaker 2: Hola.
   Speaker 1: ¿Cómo te llamas?
   Speaker 2: Me llamo ____. ¿Cómo te llamas tú?
   Speaker 1: Me llamo ____. Encantado/a de conocerte.
   Speaker 2: Encantado/a de conocerte.
   Speaker 1: ¿Cómo estás?
   Speaker 2: Estoy bien. ¿Cómo estás tú?
   Speaker 1: Estoy bien. ¿De dónde eres?
   Speaker 2: Soy de ____. ¿De dónde eres tú?
   Speaker 1: Soy de ____. ¿Dónde vives?
   Speaker 2: Vivo en ____. ¿Dónde vives tú?
   Speaker 1: Vivo en ____. Adiós.
   Speaker 2: Adiós.

3. Direct groups to form new questions based on hair color, clothing items, family members, physical states, and other Lesson-related terms.

4. If time permits, have students change partners and practice conversing again.
Unit 2, Lesson 5, Part E
Focused Activity–Living Grammar

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Demonstrate an understanding of subject-verb agreement through correct word use in sentences.

Materials:
Index cards

Extra Help
Living Grammar

Prepare Ahead:
• Index cards with known words (one word per card) that include:
  articles subject pronouns; possessive adjectives
  nouns present progressive verbs
  adjectives
and these terms:
estoy tienes
está estamos
están y

1. Use the Sentence Script on the facing page (or create your own script) for sentences that students create in the following way:
a. Arrange word cards face-up on a desk.
b. Read the first sentence aloud. (You may also write the sentence on the board.)
c. Assign each student a word from the sentence.
d. Have students take turns coming to the desk, finding their designated word, and returning to their seats with the word card.
e. Students will then arrange themselves to form the sentence and read it aloud as a group.
f. Read a new, similar sentence aloud and guide the class through the process of choosing cards to transform the old sentence into the new sentence (subject change, verb change, number and gender change to agree with subject, possessive adjective change, or other).

2. Depending on students’ abilities, consider changing only one word in the existing sentence (subject, verb, possessive adjective), rather than reading a new sentence. Students can then determine the changes to the rest of the sentence based on the initial change.

3. Emphasize the grammar components that change as students move through the list of sentences to focus on subject-verb agreement for singular and plural constructions.
Sentence Script:

1. Estoy comiendo mi manzana.
2. Tú estás comiendo tu manzana.
3. La niña está comiendo su manzana.
4. El niño está comiendo su manzana.
5. Nosotros estamos comiendo nuestras manzanas.
7. Tengo una bicicleta grande.
8. Tú tienes una bicicleta pequeña.
9. Él tiene una bicicleta amarilla.
10. Ella tiene una bicicleta verde.
11. Nosotros tenemos bicicletas azules.
12. Ellos tienen bicicletas grandes.
Unit 3

Work and School

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Unit 3:
Work and School

Introduction to Unit 3

The third Unit in the Rosetta Stone® software teaches a variety of common and useful descriptions of the everyday world. In addition to activities about senses, such as smell and taste, the important practices of manners and polite conversation are emphasized. Your students will learn the days of the week, general times of day, and the names for meals. Important daily tasks, including some personal hygiene items, are also included.

Teaching Unit 3

By the end of Unit 3 your students should be fairly comfortable having a basic conversation about their day—from waking to sleeping. The breadth of new vocabulary allows for role-playing a variety of daily events like meals, homework, and bedtime activities. To bring the students’ home lives into the classroom, simple discussions of favorite meals and what happened over the weekend can help to develop a sense of connection between school and home.

Lesson 1a: Locations and Times of Day

With the help of Lesson photos and signs placed around your classroom, students will be practicing vocabulary dealing with work, play, parts of the day, and meals. This will allow you to question them about their lives outside of class, as well as involve them in more complex writing and role-playing activities than in previous Lessons.

Lesson 1b: When, But, Before, and After

Today, in writing and speaking exercises, students are introduced to the concepts of antes and después, as well as to questions about when something happens and to the conjunction pero.

Lesson 1c: Time-of-Day Greetings

This Lesson, focusing on time-of-day greetings, offers the option to introduce math in the classroom. Your students will have covered numbers up to twenty, so any mathematical operation that has an answer of twenty or less is appropriate as both a language-learning and interdisciplinary opportunity. It is up to your discretion to teach the words for adding, multiplying, subtracting, and dividing, as these are not covered in the Level 1 Rosetta Stone software.

Lesson 1d: Journal Activity–All in a Day’s Play

Students will write in their journals three lists of activities they participate in over the weekend: por la mañana, al mediodía, and por la tarde/noche.

Lesson 2a: Calendar Terms

This Lesson introduces the Spanish words for the days of the week, as well as terms for the broader concepts of una semana, un mes, and un año. Although words for individual months are introduced and practiced in later Lessons, this may be a good opportunity to introduce them. Today, your students will compare each other’s ages and, during a game using a spinner, will ask and respond to questions about activities they participate in throughout the day, week, month, and year.

Lesson 2b: Polite Conversation

Your students will begin now to practice the niceties of social interactions. This Lesson challenges them to write about an imaginary character from the first-person perspective. Learners will then assume the roles of their characters and extemporaneously act out conversations with fellow characters in the classroom.

Lesson 2c: Senses and Seasons

Pantomiming will bring your students to their feet, as they perform actions relating to the senses, and a container with mystery phrases will inspire students to write sentences about and illustrate the seasons, senses, and more.

Lesson 2d: Review

Venn diagrams are an important educational tool used to show exclusion and inclusion based on various criteria. Today, the class as a whole will help you create a Venn diagram based on actions that occur afuera, adentro, or afuera y adentro. As a take-home review exercise, they will conduct interviews with members of their communities, focusing on the polite phrases they have learned.

Lesson 2e: Journal Activity–My Visit

Ask your students today to write in their journals about a visit they paid to a friend or family member, or about a time they visited a place, such as a museum.

Lesson 3a: Speaking Languages

For this Lesson, find audio clips of people speaking Arabic, Spanish, Chinese, and Russian, as well as magazines or newspapers published in these languages. Today’s activities allow your students to associate the different languages they hear during class with the terms used for them in Spanish. Learners also practice talking about the languages—where they are spoken, who speaks and reads them, and more. This is also a wonderful time to discuss the many languages your students may speak.
Lesson 3b: Numbers to 69
Bingo games are always a hit with students, so now that they have learned the terms for numbers up to sixty-nine they should be especially pleased about playing the game during this class period. Today’s Lesson also includes speaking and writing exercises using numbers.

Lesson 3c: Teaching and Studying Languages
In this Lesson, students will role-play the actions represented by the new terms estudiar, enseñar, and hablar, and they will write and perform a three-way conversation among a student, teacher, and parent about studying, teaching, and speaking languages.

Lesson 3d: International Cultural Activity–Country Report
Student groups will research, prepare, and present illustrated written reports about the countries introduced so far in the software. Reporting on other cultures allows learners the chance to compare their lives with the lives of others, so follow-up class discussions are likely to be lively.

Lesson 3e: Journal Activity–My Class
Students should write a description in their journals of their Spanish-language class, including as many details as possible.

Lesson 4a: Waking Up and Washing Up
In this Lesson, photos provide cues for students to describe whether the people, animals, or objects in the images are clean, dirty, wet, or dry. Learners also refer to pairs of topic words, such as washing/dirty and eating/hungry, as they write and state questions beginning with why and answers incorporating because.

Lesson 4b: Why and Because
Por qué and porque are important parts of the Spanish language and will become integral to the classroom experience for your students, if they haven’t already. During today’s Lesson students will have ample occasions to practice these terms. One exercise focuses on students’ daily routines, including hygiene, and, in another, students design their own television commercials for soap or toothpaste.

Lesson 4c: Grooming Habits
Cleanliness as a theme continues as your students create a comic strip superhero whose arch enemy is dirt. This entertaining assignment allows repeated use of new vocabulary pertaining to grooming items and actions.

Lesson 4d: Review
For a review exercise, your students will write a short story using a list of vocabulary words they generate from memory and Lesson photos that you make available. At home, they will draw a diagram of their house, labeling each room and writing sentences that describe the goings-on in each.

Lesson 4e: Journal Activity–My Morning Routine
Using as many vocabulary words as possible, students should write in their journals about their daily morning routines.

Lesson 4f: Latin American Cultural Activity–A Day in the Life of a Colombian Student
This is sure to be a fascinating activity as you and your students discuss their typical daily routines and compare them to those of people their own ages in Colombia.

Lesson 5a: Focused Activity–Vocabulary Words on the Town
As you read a brief story aloud, students needing extra help with vocabulary should consult their vocabulary list and check off the words as they hear you say them.

Lesson 5b: Focused Activity–Speaking of Conversations
A script provided in this Teacher’s Guide is excellent for students to use in tandem with practice reading aloud.

Lesson 5c: Focused Activity–Grammar Connections
A group activity focusing on compound and complex sentences gives students practice in the proper use of y, pero, and porque.

Lesson 5d: Focused Activity–Listen Carefully
In this extra-help exercise, students must pay close attention in order to hear and respond when their assigned words are mentioned in a passage that you read aloud.
Grammar & Usage
Unit 3, Lesson 1

Grammar

Coordinating Conjunctions

Explain to students that coordinating conjunctions join two independent clauses with actions of equal importance. The coordinating conjunctions that are used in this lesson are **y** and **pero**:

- La niña tiene un libro **y** lo está leyendo.
- Yo llevo traje, **pero** no llevo corbata.
- Él tiene un huevo **y** lo está comiendo.
- Tengo un abrigo, **pero** no tengo un sombrero.

Grammar

Simple Present Tense

Explain to learners that the simple present tense uses one word to indicate an action that is happening right now:

- **Trabajo** en una escuela.
- **¿Tienes** hermanas y hermanos?
- **El lleva** calcetines y zapatos.
- La mujer **bebe** café.
- Los niños **nadan**.
- Ellos **leen** un periódico.

Note that regular verbs are formed from the infinitive in the following way:

- **-ar verbs**
  - yo replace **ar** with **o**
  - tú replace **ar** with **as**
  - él/ella/usted replace **ar** with **a**
  - nosotros/as replace **ar** with **amos**
  - ellos/ellas/ustedes replace **ar** with **an**

- **-er verbs**
  - replace **er** with **o**
  - replace **er** with **es**
  - replace **er** with **e**
  - replace **er** with **emos**
  - replace **er** with **en**

- **-ir verbs**
  - replace **ir** with **o**
  - replace **ir** with **es**
  - replace **ir** with **e**
  - replace **ir** with **imos**
  - replace **ir** with **en**
Unit 3, Lesson 1, Part A
Locations and Times of Day

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe activities and locations, given pictorial cues.
• Use reading, writing, and speaking skills to demonstrate their understanding of the times of day.

Materials:
Selected Lesson photos from this Lesson and previous Units
Signage materials

Quick-Start Review
Describing Daily-Life Activities

Prepare Ahead:
• Selected Lesson photos from this Lesson and previous Units.

1. Using Lesson photos, ask students questions about work, play, locations, times of day, and meals. For example:
   ¿Dónde trabajan las mujeres?
   ¿Dónde está jugando ella?
   ¿Está corriendo adentro?
   ¿Es de noche?
   ¿Qué comen los niños por la mañana?

2. Students should answer in complete sentences.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial

Vocabulary
Taught or Reviewed:
adentro
afuera
almorzar (o>ue)
el almuerzo
beber
la cena
cenar
el desayuno
dormir (o>ue)
en
una escuela
un hospital
la mañana
mediodía
la noche
un restaurante
la tarde
trabajar
Extending the Text

Different Times of Day

Prepare Ahead:
- Signs with the phrases **por la mañana, al mediodía, por la tarde, por la noche**.

1. Place signs with the phrases listed above around the classroom.

2. Direct students to write one phrase (for each time of day) that describes an action. For example:
   - desayunando por la mañana
   - almorzando al mediodía
   - leyendo por la tarde
   - durmiendo por la noche
   - nadando por la tarde

3. Have students use their written phrases for guidance as they move around the room, acting out actions near the appropriate signs.

4. Peers should guess actions, responding in complete sentences.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic

Assessment

Writing Captions

1. Display selected Lesson photos (from this Lesson and from Units 1 and 2).

2. Direct students to select five photos and write a descriptive sentence for each.

3. Check for correct word use, grammar, and sentence structure.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Word of the Day:
la escuela
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Complete sentences with the appropriate use of **y** and **pero**.
• Provide and obtain information using **cuándo**, **antes**, and **después**.

**Jump Start**

**Finishing Sentences**

**Prepare Ahead:**
• **Lesson sentences with y and pero.**

1. Read the 1st part of each sentence and call on volunteers to finish sentences using the words **y** or **pero**. For example:
   - **Teacher:** Él lleva…
   - **Student:** …zapatos y calcetines.
   - **Student:** …zapatos, pero no…
   - **Teacher:** La niña tiene un libro…
   - **Student:** …y lo está leyendo…
   - **Student:** …y está escribiendo…
   - **Teacher:** Ella tiene un bolígrafo…
   - **Student:** …pero no lo está leyendo…
   - **Student:** …pero no tiene un libro…
   - **Teacher:** lleva calcetines.

2. If time permits, have students write their own sentences and share them with the class, according to the procedure in Step 1.

**Bloom’s Taxonomy:** Analysis
**Multiple Intelligences:** Verbal-Linguistic

**Extending the Text**

**Creating Sentences**

1. Divide the class into small groups of students.

2. Challenge each group to develop:
   - two questions using **cuándo** with corresponding answers.
   - two statements using **pero**.
   - two statements using **antes**.
   - two statements using **después**.

   For example:
   - ¿Cuándo trabaja usted? Trabajo por la tarde.
   - Tengo un abrigo, pero no tengo un sombrero.
   - Desayuno antes de trabajar.
   - Bebo leche después de cenar.
3. Groups should take turns presenting their questions and statements to the class.

4. Ask audience members to listen for proper word use, grammar, and sentence structure, and to write down comments or questions they may have.

5. After each presentation, discuss with the class any grammar or vocabulary issues the audience may have noticed.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Assessment

Building Upon Sentences

1. Have each student choose one sentence from those created in the previous Extending the Text activity.

2. As a take-home assignment, direct students to develop a short story (six to eight sentences) that includes their selected sentence.

3. Students should include the terms cuándo, pero, antes, and después in their stories.

4. Collect papers during the next class session, and evaluate stories for word use, grammar, sentence structure, story organization, and adherence to topic.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 1, Part C
Time-of-Day Greetings

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify the Spanish words for numbers from 0 to 20.
• Use time-of-day greetings in conversations.

Jump Start
Adding Up

1. Write simple addition problems (and their answers) on the board, using the numerals 0–20 (totals must be 20 or less).

2. Direct students to answer in the following way, as they name the numbers in each equation: \( X \) más \( Y \) son \( Z \).

This may be an opportunity to teach Spanish terms for basic mathematical operations.

Learning for Life
Greetings and Salutations

1. Divide the class into pairs of students.

2. Direct each group to create a conversational script that includes the following:
   a time-of-day greeting (Buenos días.)
   an opener (¿Con quién estás almorzando? ¿Cómo estás?)
   a question about their partner’s age (¿Cuántos años tienes?)
   questions about family, friends, and activities (¿Tienes hermanos y hermanas? ¿Qué hace?)
   a farewell (Buenas noches.)

3. Groups should take turns acting out their conversations for the class.
Assessment

*Listen and Write*

1. In preparation for a dictation quiz, have students write the numbers 1–20 down the left side of a sheet of paper, using words instead of numerals.

2. As you call out Lesson vocabulary words, instruct students to write these terms beside each number word.

3. Students should then exchange papers with each other for evaluation.

*Bloom’s Taxonomy: Knowledge*

*Multiple Intelligences: Verbal-Linguistic*
Unit 3, Lesson 1, Part D
Journal Activity—All in a Day’s Play

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of all that they do during different times of the day.

Real-Life Learning
All in a Day’s Play

Have students write (in their journals) four lists of activities (por la mañana, al mediodía, and por la tarde/por la noche) that they participate in during the weekend.
Grammar & Usage
Unit 3, Lesson 2

Grammar

Subject-Verb Agreement

Remind students that the verb in a sentence must match its subject in number and person:

- La **mujer** prueba el arroz.
- El **niño** está visitando a su abuela.
- Las **flores** huelen bien.
- Nuestros **invitados** están en la puerta.

Grammar

The Verb **estar**

After reviewing the use of the verb **ser**, explain to learners that the verb **estar** is used:

- to indicate location or position:
  - El radio **está** sobre la silla.
  - Nuestros invitados **están** a la puerta.

- to express condition:
  - El niño **está** cansado.
  - La manzana **está** rica.

The present tense forms of **estar** are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo <strong>estoy</strong></td>
<td>nosotros <strong>estamos</strong></td>
</tr>
<tr>
<td>tú <strong>estás</strong></td>
<td>ellos/ellas/ustedes <strong>están</strong></td>
</tr>
</tbody>
</table>
Unit 3, Lesson 2, Part A
Calendar Terms

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Express time in terms of un día, una semana, un mes, and un año.
• Discuss activities in the context of calendar time.

Materials:
Game-type spinners labeled with:
- days of the week
- times of day (mañana, mediodía, tarde, noche)
- calendar terms (un día, una semana, un mes, un año)
“Free Point”

Focus and Motivate
What Is Your Age?

1. Ask students to calculate their ages down to the day (catorce años, dos meses, tres semanas, cinco días). Students may use number words or numerals when writing their answers.

2. Direct students to use their detailed ages to arrange themselves in order, according to numbers that come before and after each other.

Skill Sharpener
Spinning Time

1. Divide the class into groups of four students and give a spinner to each group.

2. Students should take turns spinning the spinner and asking questions about the calendar or time-of-day term that the arrow points to. For example:
   Hoy es sábado. ¿Qué haces mañana/la semana que viene?

3. Students who answer correctly and in complete sentences receive a point. For instance:
   Nado al mediodía y miro la televisión por la tarde.

4. Play continues as students take turns asking and answering questions.
Assessment

*Units of Time*

1. Create, as a class, a list of calendar terms that include the following:
   - days of the week
   - seasons
   - and the following words:
     - un día
     - una semana
     - un mes
     - un año

2. Students should write 10 sentences that use as many of these terms as possible.

3. After each student takes a turn reading two sentences, collect papers and evaluate.

Bloom’s Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 2, Part B
Polite Conversation

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe a character through a first-person narrative.
• Use socially appropriate phrases in conversations.

Materials:
Lesson sentences
Travel magazines

Engage and Explore
Acting Out Actions

Prepare Ahead:
• Action-based sentences from this Lesson. See the Course Content for ideas.

1. Divide the class into pairs of students.
2. Assign each group a scene to perform, based on the action-based sentences.
   For example:
   Estamos jugando un juego.
   Estoy almorzando con mi amigo.
   Estoy visitando a mi abuela en el hospital.
3. Ask each group to come to the front of the class and perform its scene.
4. As audience members describe what the performers are doing, prompt students
to express actions in various ways. For example:
   Natalia está jugando un juego con Jacob.
   Ellos están jugando un juego.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
**Stretching the Imagination**  
*Imagining Someone’s Life*

1. Distribute travel magazines.

2. Ask each student to select a photo with more than one person depicted.

3. Students will have 15 minutes to write a first-person narrative from the perspective of someone in their photo.

4. Encourage learners to be creative in their narratives as they describe the person, her surroundings, the people she is with, what she is doing, and more. For example:
   

5. After each student reads his narrative aloud, ask questions of the class to determine comprehension of the details just heard.

**Assessment**  
*Polite Exchanges–Thinking on Your Feet*

1. Direct students to assume the role of the main character they created in the previous *Stretching the Imagination* activity.

2. Call on two or three students at a time to come to the front of the room and converse with each other as new acquaintances, while staying in character.

3. Dialogues should include greetings, social exchanges, and farewells. Conversations should include details from students’ narratives. For example, the student playing Amara might discuss the fact that she is visiting Colombia with her brother.

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**Word of the Day:** gracias
Vocabulary Taught or Reviewed:

bien
el dedo del pie
un dedo
feo/-a
mal
una mano
oler (o>hue)
un pie
probar (o>ue)
rico/-a

Unit 3, Lesson 2, Part C
Senses and Seasons

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use known terms to describe the senses of taste and smell.
• Apply the terms primavera, verano, otoño, and invierno to seasonal scenarios.

Materials:
Index cards
Lesson photos (or other photos) of seasons and of people or animals tasting or smelling something
Container
Art materials

Jump Start
Sensible Senses

Prepare Ahead:
• Index cards (one per student) with sentences such as the following:
  Hueles las flores.  La leche huele mal.
  Pruebas un sándwich.  El pan está rico.
  La flor huele bien.  El café está feo.
• Lesson photos (or other photos) that depict taste and smell (optional).

1. Distribute one index card to each student.
2. Learners take turns pantomiming their sentences as peers guess their actions.
3. The first student to answer correctly in a complete sentence is the next performer.
4. Play continues until everyone has acted out a sentence.

Use Lesson photos for students who may need a pictorial cue to enhance their written cue.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
Engage and Explore
Signs of the Seasons

Prepare Ahead:
• Art materials.
• Slips of paper with phrases such as the following, to be placed in a container:
  Hueles flores en la primavera
  Juegas afuera en el verano
  Pruebas manzanas en el otoño
  Estás adentro de la casa en el invierno

1. Have each student select a phrase from the container.

2. Direct learners to write a minimum of four sentences about their selected topic.
   For example:
   ¡Bienvenido al parque! Hoy es miércoles y estoy parado cerca de 4 árboles grandes.
   Pruebo manzanas en el otoño. Las manzanas son rojas, verdes y amarillas. ¡Están ricas! Los árboles son rojos, amarillos y marrones. Llevo suéter, pero no llevo abrigo.

3. Distribute art materials and ask students to illustrate their passages.

4. Learners then take turns reading their sentences to the class and displaying their drawings.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial

(Lesson continues on next page)
Assessment

Conversations

1. Divide the class into pairs of students.

2. Direct partners to write a dialogue that includes:
   - a time-of-day greeting
   - an opener (¿Cómo estás?)
   - a home country
   - a name
   - a day of the week
   - a sentence with bienvenido/a
   - a question with dónde
   - a question with cuándo
   - a farewell

Sample dialogue:
   Student 1: Buenos días.
   Student 2: Buenos días.
   Student 1: ¿Cómo estás?
   Student 2: Estoy bien.
   Student 1: Me llamo Adam Carter. ¿Cómo te llamas?
   Student 2: Me llamo Nadia Tamir.
   Student 1: ¿De dónde eres?
   Student 2: Soy de Egipto, pero estoy visitando Nueva York.
   Student 1: ¡Bienvenida a los Estados Unidos!
   Student 2: Gracias. ¿Dónde trabajas?
   Student 1: Trabajo en un restaurante.
   Student 2: ¿Cuándo trabajas?
   Student 1: Trabajo los lunes, miércoles y viernes.
   Student 2: Adiós.
   Student 1: Adiós.

3. Have two pairs of learners read their dialogues to each other, as you circulate around the room and listen for correct word use and pronunciation.
Unit 3, Lesson 2, Part D

Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Categorize activities according to location, using the terms adentro and afuera.
• Interview a member of the community, using specific questions and appropriate conversational dialogue.

Materials:
Course Content
Lesson photos

Classroom Community
In-Class Activity–Inside and Outside

Prepare Ahead:
• Phrases from the Course Content (Unit 3, Lessons 1 and 2) that describe actions occurring adentro, afuera, or adentro y afuera.

1. Distribute a list to each student with numbered phrases such as the following:
   1. sentado en la cocina 6. corriendo en el parque
   2. jugando un juego 7. escribiendo en la sala de estar
   3. cenando 8. bebiendo café
   4. jugando en el parque 9. trabajando en un hospital
   5. escuchando la radio 10. trabajando en un parque

2. Read the list aloud as a class.

3. Draw a large Venn diagram on the board. Label one circle adentro, the other circle afuera, and the intersecting section adentro y afuera.

4. Discuss each phrase and determine its placement on the diagram.

Consider writing the number of each phrase (rather than the phrase itself) on the diagram to avoid clutter.

5. Direct students to select a phrase from the adentro, afuera, and adentro y afuera sections of the diagram.
6. Students should then create three sentences with the phrases they have chosen and their corresponding locations. For example:
   - Estoy sentado adentro y estoy escribiendo en la sala de estar.
   - Mis perros están corriendo afuera en el parque.

   *Use Lesson photos as needed for ideas and additional cues.*

7. Have students share their sentences with the class.

8. Collect papers and evaluate.

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**Community Connection**

**Out-of-Class Activity–Community Interviews**

1. Generate, as a class, a set of interview questions for students to ask of people in their communities, such as a family member or neighbor who speaks Spanish, a local merchant or participants at a community center.

2. Students should include the following in their interviews:
   - a greeting
   - introductions
   - an opener (¿Cómo está?)
   - interview questions
   - a farewell

3. Direct students to conduct their interviews before the next class session. Advise them to:
   - use the formal address.
   - rehearse social exchanges beforehand.
   - organize their interview questions.
   - take detailed notes during the interview.
   - write a paragraph that summarizes the information from their notes.

4. After several volunteers read their paragraphs aloud, collect papers and evaluate.

   *This may be an opportunity to discuss the appropriateness of asking certain questions of others; for example, asking an elder’s name versus asking an elder’s age.*
Unit 3, Lesson 2, Part E
Journal Activity–My Visit

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of a visit.

Reflection
My Visit

Have students write, in their journals, about visiting a family member, friend, or location. They should include the name of the place, the people they are visiting, and the activities they engage in.
Grammar & Usage
Unit 3, Lesson 3

Usage
Polite Phrases
Discuss the use of polite phrases such as the following:
  - **muchas gracias**: show of gratitude
  - **por favor**: polite request
  - **de nada**: acceptance of gratitude
  - **perdón**: to show or ask for allowance

Usage
Titles of Address
Explain the titles that students should use when addressing others:
  - **Señor**: married or unmarried man
  - **Señora**: married woman
  - **Señorita**: unmarried woman
Unit 3, Lesson 3, Part A
Speaking Languages

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use Lesson terms related to world languages to describe themselves and others.
• Identify spoken and written information using terms related to world languages.

Materials:
Audio clips of people speaking Arabic, Spanish, Chinese, and Russian
Publications written in Arabic, Spanish, Chinese, and Russian

Jump Start
To Speak or Not to Speak

1. Direct students to stand and form a circle.

2. In the first round, learners take turns making a statement about a language they do or
do not speak. For example:
   Hablo ruso.
   No hablo árabe.

3. In the second round, each student makes a statement about a language that the peer
to his left does or does not speak. For example:
   Alberto habla español.
   Emily no habla chino.

Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Connecting to Culture
Describing Languages

Prepare Ahead:
• Audio clips and publications in Lesson vocabulary languages.

1. Play audio clips of people speaking these languages:
   Arabic       Chinese
   Spanish      Russian

2. Call on students to describe what they hear, using sentences such as:
   Él habla español.
   Ellos hablan árabe.
3. Students should also name the countries of origin for the languages they hear, using the following format:
   Las personas de Colombia hablan español.
   Las personas de Egipto hablan árabe.

4. Distribute publications in Arabic, Spanish, Chinese, and Russian.

5. Call on students to describe these publications in the following ways:
   Este periódico es de China.
   Este es de Rusia.

6. Challenge students to use additional vocabulary in further comments about the publications. For example:
   Las personas de China leen y escriben chino.
   Las personas de Rusia leen y escriben ruso.

**Assessment**

*Detailed Descriptions*

1. Divide the class into pairs of students.

2. Learners should take turns making five statements about themselves (in the first person), while their partners transcribe the information into the third person.

3. Call on volunteers to describe their partners to the class, using correct number and gender agreement.
Unit 3, Lesson 3, Part B
Numbers to 69

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify the numbers from zero to sixty-nine.
• Use numbers in sentences.

Materials:
Index cards
Sheets of paper (one per student)
Bingo chips (or suitable substitute)
70 small slips of paper
Container

Jump Start
Count Off

Prepare Ahead:
• Index cards (one per student) with a numeral and a plural noun. For example:
  28 personas  43 animales  57 sombreros

1. Write the following on the board:
   the numerals 0–15;
   Review numbers 11-15
   the numerals:
   10  40
   20  50
   30  60

2. Recite numbers aloud as a class.

3. Distribute one index card to each student.

4. Have each student take a turn reading the numeral and noun on his card.

Bloom’s Taxonomy: Application
Multiple Intelligences: Logical-Mathematical

Vocabulary
Taught or
Reviewed:
un animal
una persona
treinta
cuarenta
cincuenta
esenta

Taught or
Reviewed:
un animal
una persona
treinta
cuarenta
cincuenta
esenta

Vocabulary
Taught or
Reviewed:
un animal
una persona
treinta
cuarenta
cincuenta
esenta
**Skill Sharpener**

*B-I-N-G-O!*

**Prepare Ahead:**
- Bingo cards—Draw five-by-five grids on sheets of paper (one per student), marking the middle square as “free.”
- Number the slips of paper from 0 to 69; place in the container.

1. Distribute *Bingo* cards and chips to students. Have them cover their “free” space with a *Bingo* chip.
2. Instruct students to write a numeral from 0 to 69 in each open space on their card (numbers can be randomly placed and there should be no duplicate numbers).
3. Explain to students that you will pull numbers one at a time from the container and read the number aloud. When they hear a number that appears on their *Bingo* card, they should place a chip on top of the numeral.
4. A student shouts “Bingo!” and wins the round when she has marked five numbers in a row (vertically, horizontally, or diagonally).

*You may opt to let the winner of each round pull and call out numbers for the next round.*

**Assessment**

*Luck of the Draw*

**Prepare Ahead:**
- Container with phrases (such as the following) written on slips of paper:
  
  62 años  
  21 amigos  
  38 árboles

1. Each student selects one slip of paper from the container.
2. Learners then write a sentence with their phrase. For example:
   - Mi abuela tiene 62 años.
   - Voy a visitar a 21 amigos este verano.
   - Hay 38 árboles en este parque.
3. Students then take turns reading their sentences aloud.
Unit 3, Lesson 3, Part C
Teaching and Studying Languages

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use known terms to describe scenarios about studying, teaching, and speaking languages.
• Apply known terms to conversations about studying, teaching, and speaking languages.

Materials:
Course Content
Word lists from current and previous Lessons
Index cards

Extending the Text
Speaking the Truth

1. Write the following words on the board:
   árabe  enseñar
   chino  escribir
   español  hablar
   ruso

2. Have students take turns speaking a sentence that is a true statement, using at least two of the items on the board. For example:
   Está enseñando inglés.
   Estudio español.
   No hablo árabe.
   No enseño ruso.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Engage and Explore

Teaching, Studying, and Speaking

Prepare Ahead:
  • Index cards with the terms **estar sentado/estudiar**, **estar parado/enseñar**, and **caminar/hablar**
    (two words per card; enough cards for several groups to receive all three sets of actions).

1. Divide the class into groups of three students.

2. Explain that students will take turns role-playing the teaching, studying, and speaking of Spanish.

3. Each learner should write, on a sheet of paper, four words from a category that you assign, which may include the following:
   - food
   - colors
   - numbers
   - clothing
   - family members
   - household rooms
   - times of day
   - days of the week

   Students should use the *Course Content* and word lists as references. Peers may also be consulted for ideas.

4. Distribute three index cards (with each set of actions) to the groups. Members should select the actions of their choice:
   - **estar sentado**: Students role-play **estudiar** by sitting at a desk with an open book in front of them, saying the opening line “Estudio español,” and following this line with their four selected words. For example: “Estudio español: por la mañana, al mediodía, por la tarde, por la noche.”
   - **estar parado**: Students role-play **enseñar** by standing near the board and saying the line “Enseño español,” followed by their four chosen words.
   - **caminar**: Students role-play **hablar** by walking around the classroom (acting as if they are conversing with peers) and saying the line “Hablo español,” followed by their four selected words.

Write the lines **Estudio español**, **Enseño español**, and **Hablo español** on the board for extra cues, if necessary.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal

(Lesson continues on next page)
Assessment

Three-Way Conversation—Student, Teacher, and Parent

1. Divide the class into groups of three students.

2. Direct learners to write a short script (8–10 lines) of a conversation among a student, her parent, and a teacher, using terms for languages and the verbs *enseñar*, *estudiar*, and *hablar*. For example:

   Student: Hola, señor Haddad. ¿Cómo está?
   Teacher: Estoy bien.
   Student: Esta es mi madre, la señora García.
   Teacher: Hola.
   Parent: Hola. ¿Qué enseña usted?
   Teacher: Enseño español.
   Parent: Yo hablo español, pero estudio ruso y árabe.
   Teacher: Adiós.
   Student and Parent: Adiós.

3. Each group should perform its scene for the class.

4. Collect scripts and evaluate for correct word use, spelling, and sentence form.

   ![Clock Icon]  
   Bloom’s Taxonomy: Synthesis  
   Multiple Intelligences: Verbal-Linguistic
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
- Use known vocabulary to write about a specific country.
- Present information about a specific country, using known terms.

Materials:
- Lesson materials for reference (Lesson photos, Course Content, word lists)
- Reference materials for known countries

Connecting to Culture

Country Report

1. Divide the class into groups of four students.

2. Assign one of the following known countries to each group:
   - Australia
   - Brasil
   - China
   - Egipto
   - Francia
   - Italia
   - Japón
   - Rusia
   - Colombia

3. Each group will prepare a five-sentence (minimum) report on their country for presentation to the class. Students should include information such as landmark, dwelling, known professions, known activities:
   - Este país se llama ____.
   - Estas personas de ____ llevan ____.
   - Es un(a) ____ en ____.
   - Esta persona es un/una ____ en ____.
   - Estas personas de ____ están ____.

4. Students should also include photos or illustrations in their reports and display them during their presentations.

5. Lead a brief discussion after each group’s presentation of their country.

Encourage students to look up unknown terms that they want to include in their reports; they should teach these words to the class during their presentations.

Bloom’s Taxonomy: Synthesis

Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 3, Part E
Journal Activity–My Class

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of their language class.

Classroom Community

My Class

Students should write a paragraph in their journals about:
the name of the language they are learning
the total number of students in the class
the number of boys and the number of girls in the class
the teacher’s name
the days of the week the class meets
Grammar & Usage
Unit 3, Lesson 4

Grammar

Reflexive Verbs

Explain to learners that reflexive verbs indicate that a person is doing something to or for himself. A reflexive verb consists of a reflexive pronoun and a verb:

Yo me cepillo los dientes después de desayunar.
Tú te llamas Pedro.
Ellos se lavan las manos con jabón.

Usage

Days of the Week

Review the days of the week with students:

- lunes
- martes
- miércoles
- jueves
- viernes
- sábado
- domingo

Explain that, in Latin American culture, Monday (lunes) is the first day of the week. The terms sábado and domingo are considered the weekend (el fin de semana).
Unit 3, Lesson 4, Part A
Waking Up and Washing Up

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe the states of people, animals, or objects in terms of clean, dirty, wet, and dry.
• Apply por qué and porque to descriptions of the reasons for actions.

Materials:
Lesson or magazine photos depicting clean, dirty, wet, and dry

Jump Start
Clean, Dirty, Wet, or Dry?

Prepare Ahead:
• Lesson or magazine photos depicting clean, dirty, wet, and dry.

1. Show photos one at a time.
2. Call on volunteers to use complete sentences to describe the subjects of the photos in terms of limpio, sucio, mojado, and seco. For example:
   - La camisa está limpia.
   - El tiene la cara sucia.
   - Ella tiene el pelo mojado.
   - Los caballos están mojados.
   - El gato está seco.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial

Skill Sharpener
What’s the Reason?

1. Write the words por qué and porque at the top of the board.
2. Discuss, as a class, the reasons for actions in terms of por qué and porque. Write word pairs such as the following on the board:
   - llevar, frío
   - beber, sed
   - comer, hambre
   - cansado, enfermo
   - correr, jugar
3. Write a sample question-answer set on the board, using one of the listed word pairs. For example:
   ¿Por qué está comiendo dos sándwiches?
   Estoy comiendo dos sándwiches porque tengo hambre.

4. Students should then write a minimum of five sets of questions and answers, using the sample for guidance.

5. After each learner reads one question-answer set aloud, collect papers and redistribute. Students should then take turns reading aloud a question-answer set from their new papers.

Assessment

Changing Scenes

1. Direct students to write a four-sentence (minimum) paragraph about one of the following transitions:
   from **despertarse** to **dormir** (daily activities that make someone tired at night)
   from **sucio** to **limpio** (washing)
   from **seco** to **mojado** (swimming or washing)
   Students may extend the transition to include, for example, someone or something that goes from **seco** to **mojado** to **seco** again.

2. Learners should also include a **porque** statement in their paragraphs. Sample passage:
   Es de mañana y me estoy despertando. Desayuno antes de jugar. Estoy jugando afuera en el parque y estoy corriendo. Es mediodía y estoy caminando sobre el puente después de almorzar. Es de tarde y estoy nadando adentro antes de cenar. Es de noche y estoy leyendo porque estoy cansado. Leo antes de dormir.

3. Students may, if time permits, illustrate their passages.

4. After each student takes a turn reading his paragraph aloud, collect papers and evaluate for correct word use and sentence structure.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Apply known terms to personal grooming habits and daily routines.
• Use known terms to sell a product.

Materials:
- Index cards
- Poster board (five to seven sheets) and drawing materials
- Lesson or magazine photos of washing, brushing, and bedroom/bathroom items

Jump Start

Daily Routines

Prepare Ahead:
• Index cards (one per student) with phrases such as:
  - me lavo la cara
  - me cepillo el pelo
  - me despierto
  - duermo sobre mi almohada

1. Write the words por la mañana, al mediodía, por la tarde, and por la noche on the board.

2. Distribute one index card to each student.

3. Have each student take a turn telling the class what she is doing as she performs the action on her card. Stress the use of complete sentences. For example:
   - Me lavo la cara por la mañana y por la noche.
   - Me cepillo el pelo por la mañana, al mediodía, por la tarde y por la noche.
   - Me despierto por la mañana.
   - Duermo sobre mi almohada por la noche.

Bloom’s Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

Being Creative

Clean Commercials

Prepare Ahead:
• Poster board (one sheet per group) and drawing materials.

1. Divide the class into groups of three or four students.

2. Each group should write a script for a brief television commercial (15–30 seconds) about a real or imaginary brand of soap or toothpaste. Then, the students should draw a poster advertisement for their product.
3. Students should include the following in their projects:
   - name, color, and size of the product
   - how the product tastes or smells
   - what the product cleans
   - why people should buy the product

Sample script:

Announcer (to customer): Hola. ¿Por qué compra usted el jabón Fregabón?
Customer: Estoy comprando el jabón Fregabón porque huele bien y porque el fregadero, las tazas, los platos y los tazones están sucios. Estoy lavando el fregadero, las tazas, los platos y los tazones con el jabón Fregabón. ¡Están limpios y huele bien! ¿Está comprando el jabón Fregabón?
Announcer: Sí. Estoy comprando el jabón Fregabón hoy porque el fregadero está sucio y huele mal. Estoy lavando el fregadero con el jabón Fregabón. ¡El fregadero está limpio y huele bien!

4. Have student groups take turns performing their commercials and displaying their advertisements for the class.

Assessment

Household Happenings

Prepare Ahead:

- Lesson or magazine photos of washing, brushing, and bedroom/bathroom items.

1. Write the following words on the board:
   - el baño
   - la cocina
   - afuera
   - el dormitorio
   - la sala de estar

2. Have students match the item or action you describe or display to one of the listed rooms or areas. They should write, for example:
   - Las almohadas y las frazadas están en el dormitorio.
   - Ella cepilla el caballo afuera.
   - El jabón está en el baño.
   - Ellos lavan los platos en la cocina porque los platos están sucio.

Use a combination of verbal, written, and pictographic cues.
Unit 3, Lesson 4, Part C
Grooming Habits

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use terms related to cleanliness with more confidence and accuracy.
• Describe scenarios using por qué questions and porque answers.

Materials:
Container
Art paper
Drawing materials
Lesson photos of grooming items and actions
Course Content or Lesson word lists

Jump Start
Where Do You Stand?

Prepare Ahead:
• Slips of paper (one per student) with terms for things or body parts that can be washed, brushed, or washed and brushed, for example:
  - la cara  el caballo
  - los dientes  el perro
  - el pelo  la camisa
  - las manos  los calcetines
• Place slips of paper in a container.

1. Write the following sentence-starters on the board:
   Me estoy lavando ____ . (left side of the board)
   Me estoy lavando y cepillando ____ . (center of the board)
   Me estoy cepillando ____ . (right side of the board)

2. Students should each select a slip of paper from the container and stand by the sentence on the board that matches their term for lavar, cepillar, or lavar y cepillar.

3. Learners then take turns finishing the sentence-starter with their word.

Monitor for correct use and have students shift, when necessary, to a sentence-starter that accurately matches their term.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
Being Creative
Grime Fighters

Prepare Ahead:
- Art paper.
- Drawing materials.
- Lesson photos of grooming items and actions.
- Course Content or Lesson word lists.

1. Divide the class into pairs of students.

2. Each group will write and illustrate a four-panel (minimum) comic strip about a “grime-fighting” superhero who battles dirt with cleanliness.

3. Students should:
   a. name their superhero, for example:
      El Capitán Limpio
      El Niño Cepillo
      El Sr. Limpiador Maravilla
   b. describe at least one feature of their superhero (El Niño Cepillo es un cepillo grande.).
   c. include a por qué and porque question-answer set in their story. For example:
      ¿Por qué está mi pelo mojado?
      Tu pelo está mojado porque El Capitán Limpio te está lavando el pelo.
      Mi pelo está limpio y huele bien. ¡Gracias, Capitán Limpio!

4. Have Lesson materials (photos, Course Content, word lists) available for reference.

5. After each group presents its comic strip to the class, display projects in the classroom.

As an option, students may wish to read and display their comic strips to younger learners.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial

(Lesson continues on next page)
Assessment
What Is the Question?

Prepare Ahead:
• Phrases (8–10) that are porque statements. For example:
  porque estoy visitando a mi abuela esta tarde.
  porque está cocinando.
  porque las sábanas están limpias.
  porque está mirando televisión.

1. Read phrases aloud, allowing time for students to write a por qué question that matches each porque statement.

2. Sample questions:
   ¿Por qué compras flores?
   ¿Por qué está tu hermana en la cocina?
   ¿Por qué huelen bien las sábanas?
   ¿Por qué está tu familia en la sala de estar?

3. Several volunteers should take turns reading one question at a time. As you provide each answer, challenge students to check the correctness of the question-answer set in the following way:

   Learners should use information from the question to change the porque phrase into a complete sentence. For example:
   Estoy comprando flores porque visito a mi abuela esta tarde.

   If a question-answer set does not match, discuss ways to correct the error (number or gender agreement, coordinated actions, cause-and-effect behaviors).

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 4, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Construct a story using known terms and pictographic cues.
• Use Lesson terms to describe real-life scenes and activities.

Materials:
Lesson photos
Large sheets of paper (one per student)

Classroom Community

In-Class Activity–Creative Writing

Prepare Ahead:
• Have Lesson photos available for use as story-starters.

1. Challenge students to use the first five minutes of class time to write down all the words they can remember from Unit 3, Lessons 3 and 4.

2. As students take turns reading two words at a time from their lists, generate a class word catalog by writing terms on the board.

3. Direct students to create a two-paragraph story. They should use the class word catalog and Lesson photos as references.

4. After students read their stories aloud, collect papers and evaluate.
**Community Connection**

*Out-of-Class Activity—Welcome to My House!

1. Distribute one large sheet of paper to each student.

2. Direct students to take their papers home, draw a diagram of their house, and label each room.

3. Students should then write sentences that describe the activities they and their family members perform in the various rooms. For example:
   - Mi madre se está lavando la cara. (en el baño)
   - Mi hermana está durmiendo. (en el dormitorio)
   - Estoy jugando con mi perro. (en la sala de estar)
   - Mi padre está almorzando. (en la cocina)

4. Students should next write descriptions of each area to go along with the activities they described. For example:
   - El baño es amarillo.
   - Hay cuatro almohadas rosadas en el dormitorio.
   - La frazada está sobre la silla en la sala de estar.
   - Hay cinco tazones y dos platos sobre la mesa en la cocina.

5. Instruct students to bring their completed assignments to the next class session. They should be prepared to share drawings and descriptions with their peers.

*If time permits during the next class session, have students exchange diagrams and descriptions with a partner. Partners should then write a brief essay about a day in their peer’s home, based on the diagrams and descriptions.*
Unit 3, Lesson 4, Part E
Journal Activity–My Morning Routine

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write a description of their morning rituals.

Real-Life Learning
My Morning Routine

1. After reviewing Lesson vocabulary, direct students to write words in their journals that they would use to describe their morning routines.

2. Students should then take their journals home and use as many Lesson terms as possible to write a minimum of five sentences about their morning routines.
Unit 3, Lesson 4, Part F
Latin American Cultural Activity–A Day in the Life of a Colombian Student

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Use their knowledge of Latin American and home cultures to describe similarities and differences.
• Compare and contrast daily-life events across cultures.

Connecting to Culture
A Day in the Life of a Colombian Student

1. Direct each student to list his routine during a typical day in the United States.

2. Students should then create a second list of daily events for people their own ages in Colombia.

3. Lead a discussion about the similarities and differences between the daily lives of teenagers in the United States and teenagers in Latin America. Topics of discussion could include:
   dwellings  leisure activities
   household tasks  seasons
   schools  family dynamics
   jobs

4. Encourage students to share their favorite aspects of Latin American and home cultures.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Interpersonal
Unit 3, Lesson 5, Part A
Focused Activity–Vocabulary Words on the Town

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Connect vocabulary words with their meanings in sentences and stories.

Materials:
Short story of one or two paragraphs (one copy per student) about an evening out with a friend

Extra Help
Vocabulary Words on the Town

Prepare Ahead:
• Write a short story of one or two paragraphs (for distribution to each student) about an evening out with a friend. For example, opening sentences may read:
   Es sábado por la tarde. Estoy caminando al restaurante con mi amigo..

1. Write story vocabulary words on the board; students should copy these terms onto their own sheets of paper.

2. Read the story aloud. Students should listen for the words on their lists and place a check mark by those that they hear.

3. Distribute copies of the story to each student.

4. Learners take turns reading a checked word on their list. They will then find the story sentence that contains the word and read it aloud.

5. Discuss the meanings of the words, sentences, and story.

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Unit 3, Lesson 5, Part B
Focused Activity–Speaking of Conversations

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
 • Develop speaking skills through structured script-reading.

Materials:
Script (see below), one copy per student

Extra Help
Speaking of Conversations

1. Distribute a copy of the following script to each student:

José: Buenas tardes. Me llamo José González. ¿Cómo se llama usted?
Lena: Me llamo Lena Petrov. Encantada de conocerlo.
José: Encantado de conocerla. ¿Cómo está?
Lena: Bien.
José: ¿De dónde es usted?
Lena: Soy de Moscú, pero estoy visitando Bogotá.
José: ¡Bienvenida a Colombia!
Lena: Gracias. ¿Qué está comprando?
José: Estoy comprando flores.
Lena: ¿Por qué está comprando flores?
José: Estoy comprando flores porque voy a visitar a mi hermana esta tarde.
Lena: ¿Dónde vive su hermana?
José: Vive cerca del parque.
Lena: Adiós.
José: Adiós.

2. Read the script aloud as a group.

3. For the next reading, half the group reads José’s lines; the other half reads Lena’s lines.

4. For the final reading, each student takes a turn reading a line.
Unit 3, Lesson 5, Part C
Focused Activity–Grammar Connections

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the words *y*, *pero*, and *porque* appropriately to create meaningful sentences.

**Materials:**
- Long strips of card stock (for displaying sentences)
- Index cards

**Extra Help**

**Grammar Connections**

*Prepare Ahead:*
• Coordinating portions of sentences, individually written on strips of card stock. Be sure to use punctuation and capital or lowercase letters that apply to the completed sentence for extra cues. Examples include:
  - *Él tiene un huevo*  *La niña tiene un libro*  *Llevo suéter*  
  - *lo está comiendo.*  *lo está leyendo.*  *tengo frío.*  
• Index cards with the words *y*, *pero*, and *porque*. There should be one word per card, and enough for every student to receive a card with each word.

1. Write sample sentences on the board that contain *y*, *pero*, and *porque*. For example:
   - *Mi abuela tiene un libro y lo está leyendo.*
   - *Llevo un suéter, pero no llevo corbata.*
   - *Me estoy lavando las manos porque están sucias.*

2. Distribute *y*, *pero*, and *porque* cards to each student.

3. Select two volunteers to stand beside each other at the front of the class and hold two coordinating sentence strips. For example:
   - *Llevo suéter*  *tengo frío.*

4. Read the two sentences aloud as a group.

5. Direct the audience members to look at their three cards; they should select the word that correctly joins the two sentences to form a meaningful compound or complex sentence.

6. Ask a volunteer to stand between her two peers with the word card she has chosen.

7. Read the resulting sentence aloud as a group: “Llevo suéter porque tengo frío.”
Unit 3, Lesson 5, Part D
Focused Activity–Listen Carefully

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Identify specific Lesson terms in a spoken passage.

Materials:
Card stock or large index cards, one per student
Drawing materials

Extra Help

Listen Carefully

1. Distribute cards and drawing materials.

2. Students have three to five minutes to decorate one side of the card with their names and drawings.

3. Assign two words (maximum) to each student from the passage you will read (see sample below). Students should write their words on the back of their name card.

4. Have each student take a turn reading her words to the group.

5. As you read the passage aloud, students listen for their target words and hold up their name card each time the words are spoken.

Sample passage:
Unit 4: Shopping

Introduction to Unit 4
This Unit in the Rosetta Stone® program covers much of the language needed to participate in a shopping excursion. Buying, selling, and methods of payment are covered, as well as other important terms such as too big and too small. Also covered are common items that one finds in a variety of specialty stores, like hardware, groceries, and jewelry, and the concepts of comparing relative size, weight, and cost.

Teaching Unit 4
Beginning in Unit 4, your students will be role-playing and working with tangible examples of concepts for which they have vocabulary. For their main project in this Unit, they will develop a virtual store. This exercise will allow students to incorporate information from their real-life world, as well as information from Lessons for pricing and merchandise.

Lesson 1a: Have and Need
In the first Lesson of the new Unit, students will test each other on their vocabulary skills during several rounds of the game Hangman. A second activity focuses on constructing sentences using tener/necesitar and viejo/nuevo—plus a porque statement. These cause-and-effect sentences are especially critical because soon students will be challenged to grasp the real-life contextual differences between wanting and needing.

Lesson 1b: Buying, Selling, and Shopping
Today, students will write commercials to advertise stores that sell common products. This should be an invigorating activity for both participants and audience as learners can be highly creative with the language they have learned. Encourage them to write out the complete scripts of their commercials; you may want to use them later as they begin to create virtual stores.

Lesson 1c: Using Landmarks to Provide Directions
This Lesson reinforces the relative location and geographic vocabulary that students have learned. Collectively, they will create a large community map showing streets as well as landmarks, such as parks and stores. Then they will give and receive directions during a role-playing exercise. This map will be used again in a Review Activity.

Lesson 1d: Journal Activity–Wants and Needs
This is a perfect time to discuss the often perplexing difference between wanting something and needing something. Today, students will be writing in their journals about whether they think someone wants or needs to purchase a particular item.

Lesson 2a: Leisure and Preferred Activities
Students will begin to engage the concepts of likes and dislikes as they conduct interviews of fellow learners about their preferences, and then report their findings to the class as a whole.

Lesson 2b: Quantity Comparisons and Differentiation
Today, your students will use comparative language to describe preferred activities, and will put their skills in this arena to the test during a detective game. This use of reasoning and comparison will help students focus on the way language works in a logical sequence.

Lesson 2c: Currency and Cost
The concepts of cost and types of currency help students learn how to distinguish relative value. In this Lesson they will establish prices for items in a catalog, then practice stating the names of the items and their prices to the class. Next, in conversations with partners, they will express their personal preferences about the catalog items, and use the terms más and menos to compare costs.

Lesson 2d: Review
Using a list of the catalog items priced in the previous Lesson, learners will work within a budget and determine what they would buy and state their reasons for their choices. In an out-of-class activity, they will consult supermarket advertisements and create a menu, shopping list, and calculate the total cost for a healthy meal they would like to prepare for their family. This may be an ideal time to discuss types of foods that have not yet been formally introduced.

Lesson 2e: Journal Activity–Leisure Time
For this journal-writing assignment, students will compare their own leisure activity preferences, including relative costs, to those of a family member or friend.

Lesson 3a: Materials and Merchandise
In this Lesson, your students are introduced to metal, wood, and plastic, as well as to paying with cash, check, coins, and credit cards. They will get practice with the new terms and the concepts of the four payment options. You will notice that an element of the game makes this an excellent time to talk about the dangers of credit card debt.

Lesson 3b: Weight and Speed
Using travel brochures, the Internet, or other reference sources, learners will prepare reports on international cities, focusing on aspects that relate to the opposites represented in this Lesson’s vocabulary list, including caro/barato, pesado/liviano, and mayor/joven.
Lesson 3c: Young and Old
Using vocabulary words they have learned for members of the family, students will discuss and write about an imaginary family in comparative terms, such as mayor/aun mayor/el/la mayor, and joven/más joven/el/la más joven. They will then move on to comparisons of the ages of class members.

Lesson 3d: Journal Activity–Super Superlatives
At home, students will associate three animals, people, or objects with each of four adjectives and write pertinent comparative descriptions of the triad in their journals.

Lesson 3e: International Cultural Activity–Architecture Through the Ages
Today's Lesson requires that students prepare information before the class period or have access to the library or Internet during class time. They will research the history and architecture—old and contemporary—of countries presented in previous Lessons and report their findings to the class, preferably with photos or illustrations. This assignment will likely span two class periods.

Lesson 3f: Latin American Cultural Activity–Vacation Exchange
In this activity, your students will have the opportunity to delve into the different concerns of tourists based on their home countries, their professions, and the relative cost of goods and services. Your learners will also be able to practice their budgeting skills.

Lesson 4a: Comparing and Contrasting
Students now have the vocabulary and experience to compare and contrast many everyday things. Today they will practice their skills in this regard in an exercise that challenges them to make verbal comparisons on the spur of the moment. Next, a drawing and writing activity focusing on comparisons highlights learners' writing abilities and visual-spatial intelligence development.

Lesson 4b: Size
Today's activities, including role-playing and following directions as a group, have a strong kinesthetic intelligence component. As they get up and move around, students will engage in conversations in which they practice using the terms ninguno and todos and describing clothing according to relative size, fit, and whether they want it.

Lesson 4c: Preference
This Lesson gives students valuable practice in multiple arenas: talking about places or items being abierto or cerrado, expressing gratitude and politely replying in the course of conversations, and in properly using the concepts of want and need when expressing preferences.

Lesson 4d: Review
Your learners will use the community map developed earlier in this Unit to set up make-shift stores within your classroom, in locations around the room that align with the stores' relative positions on the map. Students will design props to use as their wares—based on known vocabulary—and present facts about their establishment to their peers. At home, learners should visit a store and make a list of items they have, want, or need.

Lesson 4e: Journal Activity–More or Less
Today, journal-writers will select an earlier entry to revise, using their up-to-date Spanish language skills. They will also write a new entry focusing on one of three variations on the theme of wanting más or menos.

Lesson 4f: International Cultural Activity–Comparing Countries
Student groups will each research and make presentations about two countries—with an emphasis on using comparative terms to describe sizes, populations, products, natural resources, and more.

Lesson 5a: Enrichment Activity–Monologue
Your advanced students will each write and perform a monologue from the point of view of an animal or an object. To enhance this activity and challenge students on their communication skills, have peers act out the actions being described while the monologues are being performed.

Lesson 5b: Focused Activity–Vocabulary Shopping Spree
Learners needing extra help will continue learning through the shopping theme as they fill up a two-dimensional store with “enhanced words” derived from Unit 4 vocabulary.

Lesson 5c: Focused Activity–Speaking of Shopping
Using a provided script, learners will practice reading it aloud—in unison and individually. Then, using an incomplete version of the same script, give students a chance to fill in the blanks with new words and gain additional speaking practice as partners perform their new dialogue.

Lesson 5d: Level 1 Review: Class Newsletter–Part 1
In this first of a two-part wrap-up to Level 1, your students will brainstorm in small groups about articles you assign them to write for a class newsletter. They will then prepare outlines, do research, and write first drafts.

Lesson 5e: Level 1 Review: Class Newsletter–Part 2
Students will finish their initial drafts of the newsletter articles started in the previous Lesson, then exchange drafts with other groups that will offer editing comments. Groups will write final drafts and present their articles to the class. Ideally, the writings would be compiled into newsletter format at a later date, then distributed to class members as a keepsake.
**Grammar & Usage**

**Unit 4, Lesson 1**

**Usage**

*Vocabulary Usage*

Review the following terms with students, noting that these words may be used in situations that involve shopping:

- comprar
- vender
- un supermercado
- una ferretería
- una joyería
- una farmacia
- una panadería
- una librería

**Grammar**

*Transitive Verbs*

Remind learners that the verbs *necesitar* and *querer* are transitive verbs that require an object:

- Él necesita **una escalera**.
- Necesito **anteojos de sol**.
- El niño quiere **un juguete**.
- La mujer quiere **joyas**.
Unit 4, Lesson 1, Part A
Have and Need

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use tener and necesitar to correctly describe specific situations.
• Classify objects as viejo or nuevo.

Focus and Motivate
Sentence Hangman

Prepare Ahead:
• Two sentences with Lesson vocabulary.

1. Divide the class into two teams of students and distribute one sentence to each team.

2. A Team 1 member draws a dash on the board for each letter in his team’s sentence, with spaces separating words (in the style of the game Hangman).

3. Members of Team 2 take turns guessing letters and words to fill in the blanks. Play continues until Team 2 guesses the sentence.

4. Repeat Steps 2 and 3 with teams reversing roles.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal
Engage and Explore

Cause and Effect

1. Write these words on the board:
   - tener
   - viejo
   - porque
   - necesitar
   - nuevo
   - tengo

2. Direct students to write a minimum of three sentences that feature tener/necesitar and viejo/nuevo in a porque statement. For example:
   - Estoy mojado porque tengo un paraguas viejo. Necesito un paraguas nuevo.
   - Tengo un carro viejo, pero necesito un carro nuevo porque mi carro viejo está roto.

3. Instruct students to trade papers with a partner.

4. Partners should then read sentences to the class, using appropriate form (“Ramón está mojado porque tiene un paraguas viejo. Él necesita un paraguas nuevo.”).

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Assessment

Word Memory

1. Students will have three minutes to write as many words as they can remember from this Lesson.

2. When time is up, create a class vocabulary list by asking students to call out terms as you write them on the board.

3. Students should then take turns speaking sentences to the class, using words from the class list. For example:
   - Tengo joyas nuevas.
   - Él necesita anteojos.
   - Ellos están comprando ropa.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 1, Part B
Buying, Selling, and Shopping

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Connect specialty stores with their products.
• Use shopping terms to advertise stores and products.

Skill Sharpener
Shopping Questions

Prepare Ahead:
• Questions that contain Lesson vocabulary.

1. Generate, as a class, a list of store and product vocabulary. Display terms on the board. Be sure the verbs querer, necesitar, comprar, and vender are on the list.

2. Ask each student a question that contains Lesson vocabulary. Learners should use the class list as a reference for their responses. For example:
   - Él está de compras en la panadería. ¿Qué está comprando?
   - Él está comprando una torta.
   - ¿Qué vende ella en el supermercado?
   - Ella vende fruta, verduras y carne.
   - Necesito un medicamento. ¿Dónde está la farmacia?
   - La farmacia está cerca de la librería.
   - ¿Qué estás comprando en la ferretería?
   - Estoy comprando una escalera nueva.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Vocabulary Taught or Reviewed:
la panadería
la librería
la torta
el chocolate
los anteojos
un medicamento
la farmacia
vender
las compras
la tienda
una entrada
un juguete
Curriculum Connection

Creative Commercials

1. Divide the class into pairs of students.

2. Explain that each group will write a script for a commercial that advertises one of the following stores:
   - una panadería
   - una librería
   - una ferretería
   - una farmacia
   - un supermercado
   - una joyería

Sample commercial:
   Customer: Estoy de compras en la ferretería y estoy comprando una escalera nueva, grande y roja, y una escalera nueva, pequeña y negra.

3. Students may also develop commercials that advertise car-buying, bicycle-shopping, and purchasing other items.

4. Scripts should include as many product features (colors, sizes, numbers) as possible.

5. Each group should perform its commercial for the class.

Assessment

Shopping Scenario

1. Direct students to write a short scenario (at least five sentences) that describes a shopping trip.

2. Scenarios should include a description of the journey, who is involved, what is purchased, and why the item was needed or wanted. For example:
   Mi familia necesita verduras, carne y fruta porque tenemos hambre. Nosotros queremos libros nuevos porque leemos después de cenar. El supermercado vende verduras, carne y fruta, y la librería vende libros nuevos. Mi padre está comprando verduras, carne y fruta en el supermercado. Mi madre y mi hermano están comprando libros nuevos en la librería. Mi padre y mi hermana están cocinando. Mi familia está comiendo verduras, carne y fruta. Leemos nuestros libros nuevos después de cenar.

Word of the Day: vender
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Provide and obtain directions using landmarks.
• Describe events using product, store, and landmark vocabulary.

Materials:
Sheets of paper (one per student)
Bingo chips (or suitable substitute)
Art paper (for a mural-size project)
Drawing materials

Focus and Motivate

Community Bingo

Prepare Ahead:
• Bingo cards—Draw five-by-five grids on sheets of paper (one per student), marking the middle square as “free.” Leave remaining squares blank.
• Write Lesson vocabulary words on the board.

1. Distribute Bingo cards and chips to students. Have them cover their free space with a Bingo chip.

2. Students should fill in their Bingo grids with words from the list on the board. There should be one word per square, in any order, with no repetition.

3. Explain to students that you will call out words from the list in random order. When they hear a word that appears on their Bingo card, they should place a chip on top of the word.

4. Read off one word at a time, in any order, checking off (not erasing) words on the board as you go.

5. A student shouts “Bingo!” and wins the round when she has marked five words in a row (vertically, horizontally, or diagonally).

6. The winner becomes the next caller. After erasing the check marks from the previous round, he should call out a new round of words.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Classroom Community

Landmark Map

1. Have students work as a class to create a community map by illustrating landmarks. They should decide where to place the following:
   - el supermercado
   - el parque
   - el puente
   - la panadería
   - la ferretería
   - la farmacia
   - la calle Fresno
   - la librería
   - la calle Pino

2. After the class map is complete, students should use landmarks when role-playing the giving and receiving of directions. For example:
   - Student 1: Disculpe. Quiero pan. ¿Dónde está la panadería?
   - Student 2: La panadería está cerca del parque.
   - Student 3: Disculpe. Necesito medicamentos. ¿Dónde está la farmacia?
   - Student 4: La farmacia está en la calle Pino.

3. Advise students to point to landmarks as they ask for and provide directions.

This map will be used again in the 4.4 Review.

Assessment

Community Descriptions

1. Direct students to write a five-sentence paragraph describing people, products, stores, and landmarks in their community.

2. Collect papers and evaluate.

Word of the Day:

verduras
Unit 4, Lesson 1, Part D
Journal Activity–Wants and Needs

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Provide a written description of what people need versus what they want.

Reflection
Wants and Needs

1. After reviewing Lesson vocabulary, direct students to find a photo of someone making a purchase.

2. Have learners describe, in their journals, whether or not they think the subject wants or needs the item.

3. Students should also answer this question: ¿Por qué está comprando esto?
Grammar & Usage
Unit 4, Lesson 2

Grammar
The Terms qué and que

Explain to learners that the word que has two distinct meanings, based on the presence or absence of an accent mark:

Qué is an interrogative:
¿Qué te gusta hacer?
¿Qué fruta es verde?

The term que, without the accent, can be used as a relative pronoun or a conjunction. In the examples below it is used as a conjunction to compare two things:
El maestro tiene más libros que la alumna.
Me gusta más el tenis que el fútbol.

Usage
The Verb gustar

Explain the following:
When using the verb gustar, an indirect object pronoun must be used, and students should place the term a before the “person doing the liking,” since gustar implies that something is pleasing to someone. Explain that gustar only takes singular or plural conjugation (gusta/gustan) and it must agree with the object or person being liked.

A él le gusta este concierto.
Al niño no le gustan las zanahorias.
Al hombre le gusta el golf.
A la niña no le gustan los zapatos rojos.

Note that, when gustar is used with another verb, that verb appears in the infinitive form:
A él le gusta cocinar.
A ella le gusta correr.
A él le gusta nadar.
A ella le gusta leer.

Also note that the contraction al is a combination of a and el (the article).
Unit 4, Lesson 2, Part A
Leisure and Preferred Activities

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe likes and dislikes in terms of leisure activities.
• Exchange ideas about preferred activities with peers.

Materials:
Signage material
“Reporter-style” spiral note pads (or other note-taking materials)
Photos of people engaged in leisure activities, and of people showing preferences and dislikes

Jump Start
Like It or Not?

1. Place the following signs on opposite sides of the classroom:
   Sí. Me gusta/n ____.
   No. No me gusta/n ____.

2. Direct students to stand by the sign that reflects their answers to questions such as the following, as you ask them:
   ¿Te gusta jugar al tenis?
   ¿Te gusta cocinar?
   ¿Te gusta nadar?
   ¿Te gustan las naranjas?

Clock:
Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
Engage and Explore

*Reporting Preferences*

1. Explain to students that they will be conducting interviews to learn about each other’s likes and dislikes.

2. Generate, as a class, three interview questions, such as the following:
   - ¿Qué te gusta hacer?
   - ¿Qué te gusta comer?
   - ¿Qué no te gusta hacer?


4. Students should pair up for three to five minutes to ask each other interview questions and record answers.

5. Have learners find another partner and repeat the exercise. Remind reporters to write peers’ names beside their answers.

6. Students should report their findings to the class, using their notes for reference.

*Optional activity:* Students ask each other about the preferences of family members or friends, for additional practice with person, number, and gender.

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Assessment

*Activities and Preferences*

1. Show photos of people engaged in leisure activities. Also display photos of people showing their dislike of, or preference for, something.

2. Have students respond to questions such as:
   - ¿Qué suéter le gusta a ella?
   - ¿Qué está mirando él?
   - ¿Qué están jugando ellos?
   - ¿Le gusta su cena a él?

---

*Word of the Day:* fútbol
Unit 4, Lesson 2, Part B
Quantity Comparisons and Differentiation

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use new language to develop comparative statements.
• Draw conclusions from written and verbal cues.

Materials:
Strips of construction paper

Skill Sharpener
More or Less?

1. Ask questions such as:
   ¿Qué cuesta más, un abrigo o un cepillo de dientes?
   ¿Qué te gusta más, la torta o el pan?
   ¿Qué necesitas menos, agua o un carro?

   2. Students’ responses should include the terms más and menos. Examples include:
   Un abrigo cuesta más que un cepillo de dientes. Un cepillo de dientes cuesta
   menos que un abrigo.
   Me gusta la torta más que el pan, pero necesito la torta menos que el pan.

   Bloom’s Taxonomy: Application
   Multiple Intelligences: Verbal-Linguistic

Engage and Explore
Student Detectives

1. Have students write a statement about themselves using comparative language and a reason
   for their preference. (Me gusta el fútbol más que el golf porque el golf cuesta más que el fútbol.)
   Learners should not use their names on their papers.

2. Collect papers, then randomly distribute them (one per student).

3. Each learner takes a turn as the detective by coming to the front of the room and converting
   the comparative portion of the sentence into a question. For example, a student might say,
   “¿A qué persona le gusta el fútbol más que el golf?”

4. Peers should raise their hands if the statement applies to them.
5. The detective then asks each student with a raised hand a clarifying question, based on the comparative statement. For example: “¿Por qué te gusta el fútbol más que el golf?”

6. Questioning continues until the detective determines that a student’s answer matches the reason statement. For example: “Me gusta el fútbol más que el golf porque el golf cuesta más que el fútbol.”

Assessment

The Family Chain

1. Have students write a series of statements that use más and menos to:
   - compare themselves to family members.
   - compare family members to each other.

2. The object of a sentence will be the subject of the next sentence. For example:
   - Mi papá come más que mi hermano.
   - A mi hermano le gustan los gatos más que los perros.

3. Challenge students to begin and end their family chains with themselves.

4. Ask volunteers to read their family chains to the class.

If time permits, have students create their own paper chains in the following way:
Distribute strips of construction paper and direct students to write each sentence on a separate strip. Learners then fasten strips together in a chain-like fashion. Display in the classroom.

Bloom's Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 2, Part C
Currency and Cost

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify different currencies as they relate to products and cost.
• Apply terms for currency and cost to personal shopping preferences.

Materials:
Pages from store advertisements and shopping catalogs
Index cards

Focus and Motivate
Cost, Currency, and Comparisons

1. On the board, write terms for:
   - five colors
   - five numbers
   - five Lesson nouns
   - names of currency introduced in Lesson

2. Have students write two sentences that use these terms. For example:
   - Los anteojos morados cuestan 20 euros.
   - El jugo de naranja cuesta 1 dólar.

3. After several volunteers read their sentences aloud, ask students to use más or menos in their sentences. For example:
   - Me gustan los anteojos morados más que los anteojos rosados.
   - Tengo menos jugo de naranja que mi hermano.

4. Students should take turns reading sentences aloud.

If time permits, direct students to ask and answer questions using cuál, cuánto, and qué.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Engage and Explore

What Is the Cost?

Prepare Ahead:
- Pages from store advertisements and shopping catalogs.
- Index cards.

1. Divide the class into small groups of students.
2. Distribute index cards and several catalog pages to each group.
3. Groups should assign their own prices (in whole-number dollar amounts) to a total of 10 items and write these prices on index cards.
4. After students tape price index cards under the catalog products, they should turn in their catalog pages.
5. Shuffle and re-distribute the pages to the groups.
6. Each group should then take a turn reporting prices to the class, using one of the following answer formats:
   - Este/a _____ cuesta _____ dólares.
   - Estos/as _____ cuestan _____ dólares.
7. For unknown terms, students should answer in the following way: “Cuesta _____ dólares”.

Take this opportunity to teach unfamiliar terms, and ask students to repeat new words using an answer format from Step 6.

Save price sheets from this activity for the following Assessment activity and the Lesson 4.2 Review.

Bloom's Taxonomy: Application
Multiple Intelligences: Logical-Mathematical

(Lesson continues on next page)
Unit 4, Lesson 2, Part C
(continued)

Assessment
Preferences and Cost

1. Distribute price sheets from the previous Engage and Explore activity (one per student).

2. Direct students to write about preferred items and their costs. They should use price sheets as a reference and the terms más or menos in their sentences. For example:
   Me gusta el abrigo azul más que el marrón. El abrigo azul cuesta treinta dólares, y el marrón cuesta veinticinco dólares. El abrigo marrón cuesta menos que el azul.

3. Divide the class into pairs of students; have partners read each other’s papers.

4. Partners should then converse, using sentences from each other’s papers as the basis for dialogues. For example:
   Student 1: ¿Qué abrigo te gusta más?
   Student 2: Me gusta más el abrigo azul que el marrón.
   Student 1: ¿Cuánto cuestan?
   Student 2: El abrigo azul cuesta treinta dólares y el marrón cuesta veinticinco dólares.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Interpersonal
Unit 4, Lesson 2, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss and decide about purchases based on price and budget.
• Plan and budget a meal.

Materials:
   Price sheets from Lesson 4.2c
   Mural-size paper

Classroom Community
In-Class Activity—What Would I Buy?

1. Distribute price sheets created in Lesson 4.2c.

2. Direct students to collate the item and price information from their papers onto one large sheet of paper, with items arranged alphabetically.

3. Display the master price list on the board.

4. Students should then develop a personal list of everything they want to buy from the master list.

5. Have students review their personal lists and circle the items they would buy with a budget of $50 or 100 dollars; so that students can “buy” more items, and have more opportunities to discuss.

6. Students should then discuss, in pairs, the items on their lists and the reasons for their choices.

7. Choose five volunteers to report on the purchases made by their partners.
Classroom Community

*Out-of-Class Activity—Healthy Meals*

1. Direct students to discuss preferred foods and healthy meal choices with family members, for the purpose of creating a menu (for one meal) for their family.

2. Students should then price food items by looking at store ads or visiting a Latino grocery store.

3. Students will report about the prices and quantities of the items they would need to purchase, as well as the total cost for the meal. Record these total costs in a list on the board.

4. After all students have reported their information, ask a volunteer to calculate the class-wide average cost.

5. Have students revise their menus based on a budget of approximately half the average amount.

6. Students should then discuss their choices.

*This is an opportunity to reinforce the value of healthful meals.*
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Compare the relative values of preferred activities and items.

Reflection

Leisure Time

1. Have students write about their own preferred leisure activities (sports, shopping) and the activities of a family member or friend whose preferences differ from theirs.

2. Entries should include comparative statements about preferences (A mi hermano le gusta más el fútbol que los conciertos.) and address relative costs (Sus zapatos para fútbol cuestan menos que una entrada para el concierto.).
Grammar & Usage
Unit 4, Lesson 3

Grammar
Comparative and Superlative Terms

Discuss the following with learners:

Use **más** for comparative forms and **el/la más** for superlative forms:

- Esta casa es grande.
- Esta casa es **más** grande.
- Esta casa es **la más** grande.

- Mi hija es joven.
- Mi hija es **más** joven.
- Mi hija es **la más** joven.

Usage
Terms for Payment Options

Review the following terms with students, noting that these words are likely to be used during shopping trips:

- el efectivo
- la moneda
- el cheque
- la tarjeta de crédito
Unit 4, Lesson 3, Part A
Materials and Merchandise

Vocabulary Taught or Reviewed:
algunos/-as  
barato/-a  
caro/-a  
un cheque  
el crédito  
el efectivo  
hecho (hacer)  
lá madera  
el metal  
una moneda  
el papel  
el plástico  
a una tarjeta  
de crédito

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe objects as being composed of metal, wood, plastic, or paper.
• Define a method of payment for products.
• Categorize items according to value.

Materials:
Lists of expensive and inexpensive items and their corresponding prices using a variety of Latin American currencies.

Jump Start
What Is It Made Of?

1. Circulate the classroom and point to various objects made of metal, madera, papel, or plástico.

2. Ask students to describe the items using complete sentences; for example:
   La silla verde es de metal.
   La mesa es de madera.
   Los libros pequeños son de papel.
   Estos bolígrafos son de plástico.

3. Students may also hold up unknown objects and use the above terms to describe them. For example:
   Esto es de papel.
   Estos son de metal.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Assessment

**Pesos Dialogues**

1. Display two lists of items and their corresponding prices. Title the lists **caro** and **barato**. Be sure to include a range of prices, from large figures to a few pesos.

2. Pairs of students should write a brief dialogue about the listed items. Partners should discuss what they want to buy, how much it costs, whether it is expensive or inexpensive, and the method of payment:
   - **las monedas** for inexpensive purchases
   - **el efectivo** if there is enough to cover the purchase
   - **un cheque** for moderate expenses
   - **una tarjeta de crédito** for large expenses

3. Students should then present their dialogues to the class.

Bloom’s Taxonomy: Synthesis

Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 3, Part B
Weight and Speed

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use comparative terms about cost, weight, speed and age to describe things found in specific cities.
• Use comparative terms to describe a specific scene.

Materials:
Map of Mexico
Travelogues, travel brochures, and reference materials for known cities
(see Engage and Explore activity)

Quick-Start Review
State of the States

1. Display a map of Mexico that shows clearly marked state boundaries. Point out Mexico City.

2. Model descriptions such as the following, as you point to states and say: “Este es pequeño. Este es más pequeño. Este es el más pequeño.”

3. Direct students to make similar statements as they compare two or three states, using the terms grande/más grande/el más grande and pequeño/más pequeño/el más pequeño.

Engage and Explore
City Scenes

Prepare Ahead:
• Displays of travelogues, travel brochures, and reference materials for known cities.

1. Divide the class into groups of three or four students.

2. Assign one of these cities to each group: París, Nueva York, Moscú, Beijing, Roma, Bogotá.

3. Direct each group to use travel materials and the Internet to find something from their city that is:
   - caro lento
   - barato viejo
   - pesado nuevo
   - liviano mayor
   - rápido joven
4. Students should prepare reports about their cities, using the aforementioned terms and their comparative forms. They may also include photos or illustrations.

5. Each group then presents its findings to the class, with every member taking a turn reading a portion of the report.

Assessment

Comparisons

1. Divide the class into pairs of students.

2. Direct each group to write a paragraph that uses a minimum of three of the following pairs of opposites: (Comparative forms should also be used.)
   - pesado/liviano
   - caro/barato
   - pequeño/grande
   - rápido/lento
   - limpio/sucio
   - mayor/joven

   For example:
   Hoy es sábado y estamos de compras. Las joyas en la joyería son caras, pero las zanahorias en el supermercado son baratas. En la librería, un hombre joven vende libros y una mujer mayor está comprando libros. En la ferretería, las escaleras de madera más pesadas están sobre mesas más grandes, pero las escaleras livianas de metal están sobre mesas más pequeñas.

3. After several volunteers read their paragraphs, collect papers and evaluate.
Unit 4, Lesson 3, Part C
Young and Old

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Compare people in terms of relative age.
• Use comparatives and superlatives to reach a conclusion about a subject’s identity.

Materials:
- Magazine photos
- Card stock

Skill Sharpener
Family Members

1. Draw proportionate stick figures on the board, labeling each as:
   - hija  padre
   - hijo   abuela
   - madre  abuelo

2. Ask questions about the relative ages of the family members. For example:
   - ¿Qué persona es la mayor?
   - ¿Quién es más joven que la abuela?
   - ¿Cuántas personas son mayores que el hijo?

3. Students should respond in complete sentences that use the Lesson terms mayor/aun mayor/el/la mayor or joven/más joven/el/la más joven. For example:
   “La madre es más joven que la abuela.”

Leave stick figures on the board for the following Being Creative activity.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
**Being Creative**

**Who Am I?**

*Students should refer to the family of stick figures from the previous Skill Sharpener activity.*

1. Add friends, pets, and a few more sons and daughters to the family depicted on the board.

2. Assign a name and age to each subject. For example:
   - el abuelo – el Sr. Gutiérrez, 58 años
   - la hija – Eva, 11 años
   - el padre – el Sr. Gutiérrez, 35 años
   - el perro – Leal, 2 años

3. Divide the class into small groups of students.

4. Each group should select a subject and write a minimum of three sentences about this person or animal, using comparative terms in at least one of the sentences.

5. Groups should take turns presenting their descriptions to the class, without mentioning the name or age of the subject. The audience should guess identities based on the groups’ descriptions. For example:
   
   **Yo tengo más de 1 año y menos de 60. Yo no soy perro.**
   
   **Soy el hijo del Sr. Gutiérrez, pero no soy un niño.**
   
   Answer: el padre, Sr. Gutiérrez

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**Assessment**

**Comparative Ages**

1. Divide the class into groups of three or more students.

2. Each group should write three sentences comparing their relative ages.

*If time permits, direct each student to use the first person when writing a sentence that describes herself.*

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**Bloom’s Taxonomy:**

- Analysis
- Application

**Multiple Intelligences:**

- Interpersonal
- Verbal-Linguistic

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**Word of the Day:**

*algunos*
Unit 4, Lesson 3, Part D
Journal Activity–Super Superlatives

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe people, animals, and objects using comparative and superlative adjectives.

Learning for Life
Super Superlatives

1. Write these words on the board:
   mayor   grande
   joven   pequeño

2. Ask volunteers to write the comparative and superlative forms of these words on the board, beside the original terms.

3. After students write these words in their journals, they should take their journals home and describe 3 people, animals, or objects for each word listed. For example:
   Mi gato es más joven que mi perro, y mi caballo es el animal más joven en mi familia.
   Mi radio es grande. Mi computadora es más grande. Mi televisión es la más grande.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Describe people, animals, and objects using comparative and superlative adjectives.
• Compare buildings in terms of age, and describe differences.

Materials:
Reference materials for architecture in known countries

Connecting to Culture

Architecture Through the Ages

1. Divide the class into small groups of students.

2. Direct each group to find photos of old and new architecture in one of the known countries:
   - Brasil
   - Egipto
   - Japón
   - China
   - Francia
   - Rusia
   - Colombia
   - Italia
   - los Estados Unidos

   Allow time for students to conduct library or Internet research.

3. Students should find photos or illustrations of a variety of buildings (famous or not) from different historical eras.

4. When students present their findings, they should display the images and give as much information about the buildings as their vocabulary allows. Each presentation must include a comparison of buildings by age, with students using vocabulary such as antiguo/más antiguo or nuevo/más nuevo/aun más nuevo.

5. Once presentations are finished, the class should work together to place all images in order from el mayor to el más joven. The activity concludes with a class discussion, as students use known vocabulary to compare buildings.

Bloom’s Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 3, Part F
Latin American Cultural Activity–Vacation Exchange

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Exchange currencies and compare their relative values.

**Materials:**
- Research material
- Library access
- Internet access
- Imitation money (both dollars and pesos)
- Imitation checks and credit cards

**Connecting to Culture**

*Vacation Exchange*

**Prepare Ahead:**
- *Design credit cards, checks, and cash (dollars and pesos) for students to use as payment while on vacation.*

1. Assign each student a profession and a country (Mexico or the United States) in which she practices her profession (a doctor who practices medicine in Mexico). Be sure each profession is represented in each country.

2. Students should research their profession, and should also determine their salaries and costs for goods and services in their respective countries. Advise learners to include, in their research, the cost of travel between Mexico and the United States. Provide examples of numbers that would encompass the “hundreds” and “thousands” to help the learners talk about their salaries and costs of travel.

3. Explain the following scenario to the class:
   - You (as the assigned professional) have been able to save most of your salary for the past two months. Calculate how much money you have, and then begin planning ways to use this money when you travel to Mexico or the United States for a vacation.
   - The vacation destination depends on the current location of the professional. For example, a teacher who works in the United States would travel to Mexico on vacation.

4. Advise students that you will be in charge of the bank. Distribute checks and credit cards, and help learners track their accounts as they exchange money and role-play the spending of their vacation savings on goods, services, and activities.

5. Allow time at the end of the exercise for students to discuss their spending experiences. Topics of discussion may include salaries and available funds, as well as the exchange rate and cost of vacationing in their respective country.

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Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
**Grammar & Usage**

Unit 4, Lesson 4

**Usage**

*Naming a Category and an Aspect*

Explain the following to students:

When using the terms *mismo* and *diferente*, learners should establish:
- the category (people, animals, objects) to be compared or contrasted.
- the aspect (color, size, etc.) that is similar or dissimilar.

Estas *tazas* (category) son del *mismo tamaño* (aspect).
Estos *sombreros* (category) son de *colores diferentes* (aspect).

Please note that *mismo* and *diferentes* agree with the aspect. Also, *mismo* is usually singular and *diferentes* is usually plural in these situations.

**Grammar**

*Demonstrative Adjectives*

Explain the following:

Demonstrative adjectives point out which people or things are being described.
Note that demonstrative adjectives appear before the nouns they modify.

The four demonstrative adjectives are:

- **este** masculine singular
- **estos** masculine plural
- **esta** feminine singular
- **estas** feminine plural

*Este* hombre trabaja adentro.
*Estos* bolígrafos son iguales.
*Esta* mujer trabaja afuera.
*Estas* tazas son diferentes.

*Take this opportunity to teach the difference between a demonstrative adjective and a demonstrative pronoun. The demonstrative pronoun must agree in gender and number with the noun it replaces.*
Unit 4, Lesson 4, Part A
Comparing and Contrasting

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Compare and contrast attributes using the terms igual and diferente.
• Use the terms igual and diferente to categorize sentences and meanings.

Materials:
Pens of various colors, sizes, and types (enough for several groups to receive a minimum of 10 each)

Quick-Start Review
Classroom Comparisons

1. Divide the class into groups of four students.

2. Distribute a minimum of ten pens to each group.

3. Direct students to describe their pens, using the terms igual, diferente, tamaño, and color.
Each group member should say something different about the pens. For example:
Estos bolígrafos son del mismo color y del mismo tamaño.
Estos bolígrafos son del mismo color, pero de tamaños diferentes.
Estos bolígrafos son del mismo tamaño, pero de colores diferentes.
Estos bolígrafos son de colores diferentes y de tamaños diferentes.

4. Circulate around the room and listen to students' descriptions.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Naturalist

Curriculum Connection
Same or Different?

1. Distribute a blank sheet of paper to each student. Direct the class to write a sentence using más que, menos que, or algunos/as.

2. Students should then pass their papers to the left and illustrate the sentence they receive, just beneath.

3. Before students pass papers again to the left, direct them to hide their sentences from view by folding the paper over. The illustrations alone should be visible.
4. When each student receives his new paper, he should write a sentence that describes the illustration. Then he should unfold the paper and compare the original sentence with the sentence he just wrote.

5. Lead a class discussion comparing and contrasting the two sentences in terms of structure and meaning. Ask questions such as:
   - Are the sentences the same or different?
   - Does the drawing represent the first sentence?
   - Does the second sentence represent the drawing?

Assessment

**Common Ground**

1. Direct pairs of students to list common and differing attributes. Categories to include are:
   - age
   - number of siblings
   - hair color
   - home location

2. Lists should be written in complete sentences. For example:
   - Nuestro pelo es del mismo color.
   - Vivimos en calles diferentes.

3. Groups then take turns reporting to the class.

*Optional: Keep a tally of commonalities and differences; use comparative vocabulary to discuss findings.*
Unit 4, Lesson 4, Part B
Size

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Demonstrate understanding of the terms ningún and todos by following verbal directions.
• Describe clothing, using terms for size.

Materials:
Slips of paper (one per student) with action statements that use ningún/a, algunos/as, or todos/as
Clothing and accessory items of different sizes (known terms only)

Jump Start
All, Some, or None?

Prepare Ahead:
• Slips of paper (one per student) with action statements that use ningún/a, algunos/as, or todos/as.

1. Ask five volunteers to serve as actors; have them stand at the front of the classroom. (Ideally, there should be both male and female actors. If not, have one or two students take the role of the opposite gender.)

2. Distribute a statement to each seated student.

3. Direct an audience member to read his statement. The actors should then quickly arrange themselves according to the directions. For example:
   Algunas de las muchachas están sentadas y todos los muchachos están parados.
   Ninguno de los alumnos está corriendo, pero todos los alumnos están caminando.

4. If actors match the directions, the sentence-reader joins the actors and play continues. If actors do not match the directions, the audience should help the actors correct their error.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic

Curriculum Connection
Does It Fit?

Prepare Ahead:
• A minimum of one clothing or accessory item (known terms only) for each student.

1. Distribute one accessory or clothing item to each student.

2. Direct students to form a circle; they should be holding their object from Step 1. Place extra clothes and accessories in the center of the circle.
3. Each student takes a turn describing her item (“Tengo una camisa verde.”), then places it in the center of the group.

4. Ask three learners to choose a new object from the center pile. They have 10 seconds to do so. Repeat Step 4 until everyone has found an item.

6. Students will then describe their objects using the terms *queda bien*, *demasiado pequeño/a*, or *demasiado grande*. For example:
   
   - *Este zapato me queda bien.*
   - *Estos jeans son demasiado pequeños.*
   - *Este sombrero es demasiado grande.*

**Assessment**

*Conversational Preferences*

Prepare Ahead:

- *Clothing and accessory items.*

1. Divide the class into pairs of students.

2. Distribute two clothing or accessory items to each group.

3. Direct students to role-play a scene about wanting or not wanting these objects, using the terms *queda bien*, *demasiado pequeño/a*, or *demasiado grande*. For example:

   - **David:** ¿Quieres este suéter?
   - **Natasha:** No quiero este suéter.
   - **David:** ¿Por qué no?
   - **Natasha:** Porque es demasiado grande. ¿Quieres estos anteojos?
   - **David:** Sí. Quiero estos anteojos.
   - **Natasha:** ¿Por qué los quieres?
   - **David:** Porque me quedan bien.

4. After each performance, ask the class questions such as the following:

   - ¿Qué quiere David? ¿Natasha quiere el suéter?
   - ¿Por qué los quiere? ¿Por qué no?
Unit 4, Lesson 4, Part C
Preference

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use known terms to describe situations about objects that are open or closed.
• Obtain preferred items by asking and answering questions.

Materials:
Photos of items that are open and closed
Objects or photos of known terms (enough for each student to receive three) and a list of these items
Paper bags

Quick-Start Review
Open or Closed?

Prepare Ahead:
• Photos of objects that are open and closed.

1. Display photos one at a time.

2. Direct students to describe photos in terms of what is open or closed. They should include a coordinating statement. For example:
   Tengo frío porque la ventana está abierta.
   Necesito medicamentos, pero la farmacia está cerrada.
   Ellos compran y venden tortas porque la panadería está abierta.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial

Classroom Community
Asking and Receiving

Prepare Ahead:
• Paper bags with three objects (enough for each student to receive one bag).
• Lists of objects in bags (each bag should have a corresponding list).

1. Distribute one bag and one list to each student, ensuring that bag objects are different from list items.
2. Direct students to match their bag objects with list items by asking and answering questions using tener, querer, and necesitar. They should also practice the newly learned phase de nada, as they circulate around the room and converse with peers. For example:

   Teresa: ¿Tienes una moneda?
   Dan: Sí. Tengo una moneda. ¿La quieres?
   Teresa: Sí. Gracias.
   Dan: De nada. Necesito dos bolígrafos. ¿Los tienes?
   Teresa: No. No tengo dos bolígrafos, pero tengo una naranja. ¿La quieres?
   Dan: Sí. Gracias.
   Teresa: De nada.

3. Conversations should continue until everyone has matched their bag objects and list items.

   Bloom’s Taxonomy: Analysis
   Multiple Intelligences: Interpersonal

Assessment

Preferred Choices

1. Direct students to write 8–10 sentences about objects or animals they have, want, like, and need.

2. Students should write porque statements for their quiero/me gusta/necesito sentences. For example:

   Quiero la torta pequeña porque la grande es muy cara.
   Me gustan todas las flores porque son rojas, amarillas y azules.
   Necesito anteojos nuevos porque mis anteojos viejos son demasiado pequeños.

3. Ask several volunteers to read their sentences to the class.

4. Collect papers and evaluate.

   Bloom’s Taxonomy: Application
   Multiple Intelligences: Verbal-Linguistic
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work together on an ongoing project in a new language.
• Classify and contextualize common consumer items.
• Engage in self-directed learning about new and relevant terms in their target language.

Materials:
Community landmark map from Lesson 4.1c
Signage and art materials

Classroom Community

In-Class Activity–Stores in the Community

Prepare Ahead:
• Community landmark map from Lesson 4.1c.

1. Divide the class into small groups of students.

2. Assign each group a store that appears on the map. Students will then create stores in the classroom in relation to their locations on the map. For example, if la farmacia is between la librería and la panadería on the map, it should also appear this way in the classroom.

3. Each group should develop a sign for its store that includes its name, address, and available products.

4. Students will also design props for the items that can be bought at their stores. Examples include:
   - los huevos  los libros  la joyería  la ropa
   - las tortas  la leche  las flores  el pan
   - los paraguas  los sándwiches  la fruta  las televisiones
   - las escaleras  el medicamento  los sombreros  los juguetes

5. Props may be two- or three-dimensional and should include multiple quantities of items.

6. Groups take turns presenting their stores and wares to the class.

7. Invite the audience to ask questions of the store owners.
Community Connection

Out-of-Class Activity–Shopping Preferences

1. Students should visit a store (in person, online, or through catalogs) and list items they have, want, or need.

2. Direct learners to bring their lists to class and be prepared to discuss their choices.

This is an opportunity for students to identify items of interest that have not yet been covered in the Lessons. Learners may also use this information to add items to their store inventories.
Unit 4, Lesson 4, Part E
Journal Activity–More or Less

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Revise past journal entries for content and form.
• Write about items and activities in their lives that they want more of or less of.

Linking Past and Present
Something Old, Something New

Have students review their journals and rewrite one or two paragraphs from early entries, based on the vocabulary words and language skills they have learned since then.

Reflection
More or Less

1. Direct students to write about something they have, but want more of. They should also describe something they do, but want to do more often.

2. Have students repeat Step 1, using the concept of less.
Unit 4, Lesson 4, Part F
International Cultural Activity—Comparing Countries

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use relevant language to compare facts, features, and observations about countries.
• Present comparative information about countries to an audience of their peers.

Materials:
Reference materials for known countries

Connecting to Culture
Comparing Countries

1. Divide the class into groups of four or five students.

2. Assign two of the following countries to each group:
   - Australia  Egipto  Japón
   - Brasil     Francia  Rusia
   - China      Italia   Colombia

3. All groups should research their countries and prepare a presentation (with photos and illustrations) focusing on facts and observations using comparative terms. They should include the following information:
   - Relative sizes and populations:
     Rusia es más grande que Italia; Italia tiene menos personas que Rusia.
     Japón es más pequeño que Australia, pero Japón tiene más gente que Australia.
   - Currency:
     Estas monedas de Francia son más pequeñas que estas de Brasil.
     Estas monedas de Egipto son más antiguas que estas de los Estados Unidos.
   - Cuisine:
     Estas verduras de Japón y China son del mismo color, pero son de tamaños diferentes.
     Algunas de estas tortas de Italia son blancas, y todas estas tortas de Francia son blancas.
   - Animals:
     Este caballo de Australia corre más rápido que este de los Estados Unidos.
     Estos gatos de Italia son más jóvenes que estos de Egipto.
   - Landmarks and natural resources:
     Estos puentes de China y de Francia son del mismo tamaño, pero de colores diferentes.
     Ninguno de estos árboles de Rusia es verde, pero todos estos de Brasil son verdes.
Materials and products:
Algunos de estos tazones de Australia son de metal, pero ninguno de estos de Egipto es de metal.
Esta cámara antigua de Francia cuesta menos que esta nueva de Italia.

Daily life:
Esta joyería en Brasil está abierta, pero esta librería en Japón está cerrada.
Este niño de los Estados Unidos lleva un sombrero. Es demasiado grande.
Esta mujer de China lleva un sombrero. Le queda bien.

4. Encourage questions, comments, and discussions after each group’s presentation.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Naturalist
Unit 4, Lesson 5, Part A
Enrichment Activity–Monologue

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Take ownership of their own learning process by choosing the topic and direction of a large project.
• Work independently outside the classroom setting.
• Meet a series of deadlines for a long-term project.

Stretching the Imagination

Monologue

Enrichment Activities engage advanced students in challenging language-learning projects that extend beyond the traditional class period. Timetables should be adapted to fit the schedules of the student or students involved, with weekly or periodic meetings keeping them on pace. Consider having students review, edit, and critique each other’s work at different points during the projects. Do your best to keep this activity as student-driven as possible.

1. Challenge learners to write and perform a monologue from the point of view of an animal or object. A monologue might begin as such:

2. The student should describe events from the perspective of her character; for instance, Hannah might talk about eating meat, drinking milk, watching fish swimming in the bowl, playing with toys, and washing her face. Hannah could also describe the people who come into the grocery store, the items they buy, and where they go when they leave the store (to the bakery, to the bookstore, or elsewhere).

   There should be a clear sequence to the monologue as the character introduces herself, describes her actions and the actions of others, and closes with a farewell.

   As an option, students may work in small groups with one person performing the monologue and the others acting out the events that he describes.
Unit 4, Lesson 5, Part B
Focused Activity–Vocabulary Shopping Spree

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Connect vocabulary words with their visual representations in the context of shopping.

Materials
Unit 4 Lesson photos of shopping items
Index cards with Unit 4 shopping vocabulary

Extra Help
Vocabulary Shopping Spree

Prepare Ahead:
• Unit 4 Lesson photos of shopping items.
• Index cards with Unit 4 shopping vocabulary.

1. Sketch the basic outline of an all-purpose store on the board, large enough to house 10–12 “enhanced words” (words that fill in, shade, or outline the shapes they represent).

See Lesson 2.5b, Step 3, for a description of enhanced words.

2. Distribute Lesson photos and vocabulary cards.

3. Students should take turns writing enhanced words on the board, inside the boundaries of the store, to stock it with Unit 4 merchandise. Examples include:
   paraguas    carne
   dinero      ropa
   fruta       joyas
   verduras    cámaras

   Students may consider writing:
   el dinero in the shape of a coin or bill
   la fruta in the shape of a banana
   la ropa in the shape of a T-shirt
   la joya in the shape of a diamond ring

4. Encourage students to indicate product size by writing enhanced words that are pequeño/más pequeño/el más pequeño and grande/más grande/el más grande.

5. Conclude the activity with a choral reading of all the products in the Unit 4 store.
Unit 4, Lesson 5, Part C  
Focused Activity–Speaking of Shopping

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Ask and answer questions, using scripts for guidance.

Extra Help

Speaking of Shopping

1. Distribute the following script to each student:

Version 1

Scene: Two friends on a shopping trip

Friend 1: Hola, papá.
Dad: ¿Necesitas dinero?
Friend 1: No. No necesito dinero. Tengo dinero.
Dad: ¿Necesitas la llave de nuestra casa?
Friend 2: Disculpe. ¿Dónde está la librería?
Dad: La librería está cerca del parque.
Friend 2: Gracias.
Dad: De nada.
Friend 1: ¿Qué quieres comprar?
Friend 2: Voy a comprar cuatro bolígrafos y dos libros.
Friend 1: ¿Por qué quieres estos bolígrafos?
Friend 2: Porque son de colores diferentes.
Friend 1: ¿Cuánto cuesta este libro?
Friend 2: Cuesta 11 pesos.
Friend 2: ¿Esta tienda está cerrada?
Friend 1: No. Está abierta.
Friend 2: ¿Qué camiseta te gusta más?
Friend 1: Me gusta la camiseta roja más que la amarilla.
Friend 2: ¿Quieres estos zapatos?
Friend 1: No. No los quiero.
Friend 2: ¿Por qué no?
Friend 1: Porque son demasiado grandes y demasiado caros.

2. Read the script aloud as a group, with all students reading all roles.
3. Divide the class into pairs of students.

4. Distribute the following script to each student:

**Version 2**

**Scene: Two friends on a shopping trip**


Dad: ¿Necesitas dinero?

Friend 1: __________.

Dad: ¿Necesitas la llave de nuestra casa?

Friend 1: __________. Gracias.

Friend 2: Disculpe. ¿Dónde está la _____?

Dad: La _____ está cerca de _____.

Friend 2: Gracias.

Dad: De nada.

Friend 1: ¿Qué quieres comprar?

Friend 2: Voy a comprar _____ bolígrafos y _____ libros.

Friend 1: ¿Por qué quieres _____ _____?

Friend 2: Porque __________.

Friend 1: ¿Cuánto cuesta este _____?

Friend 2: Cuesta _____ pesos.

Friend 2: ¿Esta tienda está cerrada?

Friend 1: __________.

Friend 2: ¿Qué _____ te gusta más?

Friend 1: Me gusta _____ _____ más que _____ _____.

Friend 2: ¿Quieres _____ _____?

Friend 1: __________.

Friend 2: ¿Por qué? ¿Por qué no?

Friend 1: Porque _____.

5. Direct partners to work together to fill in the blanks with new words, using Version 1 as a guideline.

6. Partners will then read new scripts to each other, taking turns in different roles.

7. Circulate around the room and listen to dialogues.
Unit 4, Lesson 5, Part D
Level 1 Review: Class Newsletter–Part 1

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use language skills to research materials, outline ideas, and draft content for newsletter articles about specific topics.

Materials:
Level 1 photos and word lists
Latin American Newspapers
Magazines

Classroom Community
Class Newsletter–Part 1

1. Inform students that they will use their Level 1 language skills to write a class newsletter.
2. Divide the class into groups of three or four students. Each group will be responsible for writing a newsletter article of three to five paragraphs.
3. Distribute copies of newspapers and magazines.
4. Direct students to spend the next 5–10 minutes scanning publications to familiarize themselves with content, style, layout, and format.
5. Assign article topics to each group, which may include the following:
   Travel Tips: great places to visit
   Food-tastic! fun, healthy meals and snacks
   Shopping Spree: stores to visit and products to buy
   Calendar of Events: a review of activities by day of the week and/or season
   Look Your Best: grooming and fashion tips
   Living Space: home improvement ideas
   Provide Rosetta Stone materials for resources, including Lesson photos for use as story-starters and article illustrations.
6. Each group should brainstorm ideas, develop an outline, and begin writing the first draft of its article.
7. Advise groups that they should be prepared to finish writing their drafts during the next class session (Review Part 2).
Unit 4, Lesson 5, Part E
Level 1 Review: Class Newsletter–Part 2

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
- Use language skills to draft, edit, revise, and polish newsletter articles about specific topics.

Materials:
- Level 1 photos and word lists
- Newspapers
- Latin American Magazines

Classroom Community
Class Newsletter–Part 2

1. Have students return to their groups from the previous Level 1 Review Lesson 4.5d.

2. Each group should finish writing the first draft of its newsletter article, with members checking work for:
   - appropriate word use
   - sentence structure
   - flow of ideas

3. Direct groups to trade drafts and offer editing comments, based on the criteria noted in Step 2.

4. Once drafts with editing comments are returned to their home groups, members should revise accordingly and write the final version of their article.

5. After each group presents its article to the class, collect papers for assessment.

6. Combine articles into a newsletter format for students to receive at a later date.
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<th>Activity Title</th>
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