

Teacher's Guide



Education

Spanish (Latin America) – Level 1



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Leveraging Technology for Language Learning

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

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

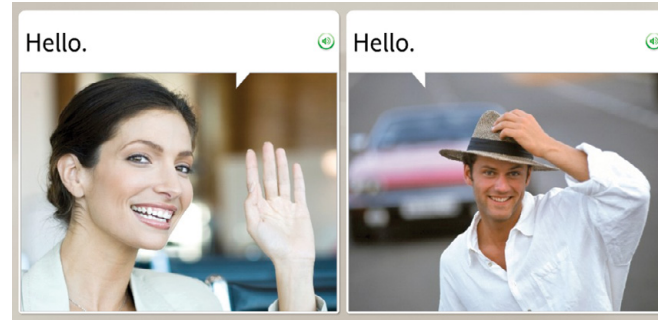
About Rosetta Stone, Inc.

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

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

For more information, visit RosettaStone.com.

Welcome, Teachers!



Welcome to the Rosetta Stone Foundations Teacher's Guide. We are pleased to work with you to achieve your English-language classroom goals.

English is the most sought-after language in schools across the nation. In 2013, more than four million students were enrolled as English-language learners in U.S. public schools—representing more than 9 percent of all students enrolled. These children are among the 62 million people five years of age and older living in the United States who speak a language other than English at home—62 percent of whom speak Spanish, with the rest speaking one of 450 other languages.

Given diverse student needs, and as student enrollment increases and education standards rise, your work as a teacher in the English-language classroom becomes all the more valuable—and all the more demanding. To support that work, Rosetta Stone provides flexible and scalable solutions for teaching English learners. Our personalized, intuitive, and structured language-learning programs—together with your guidance—can help ensure student success.

Rosetta Stone Foundations Pedagogy

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

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

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

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

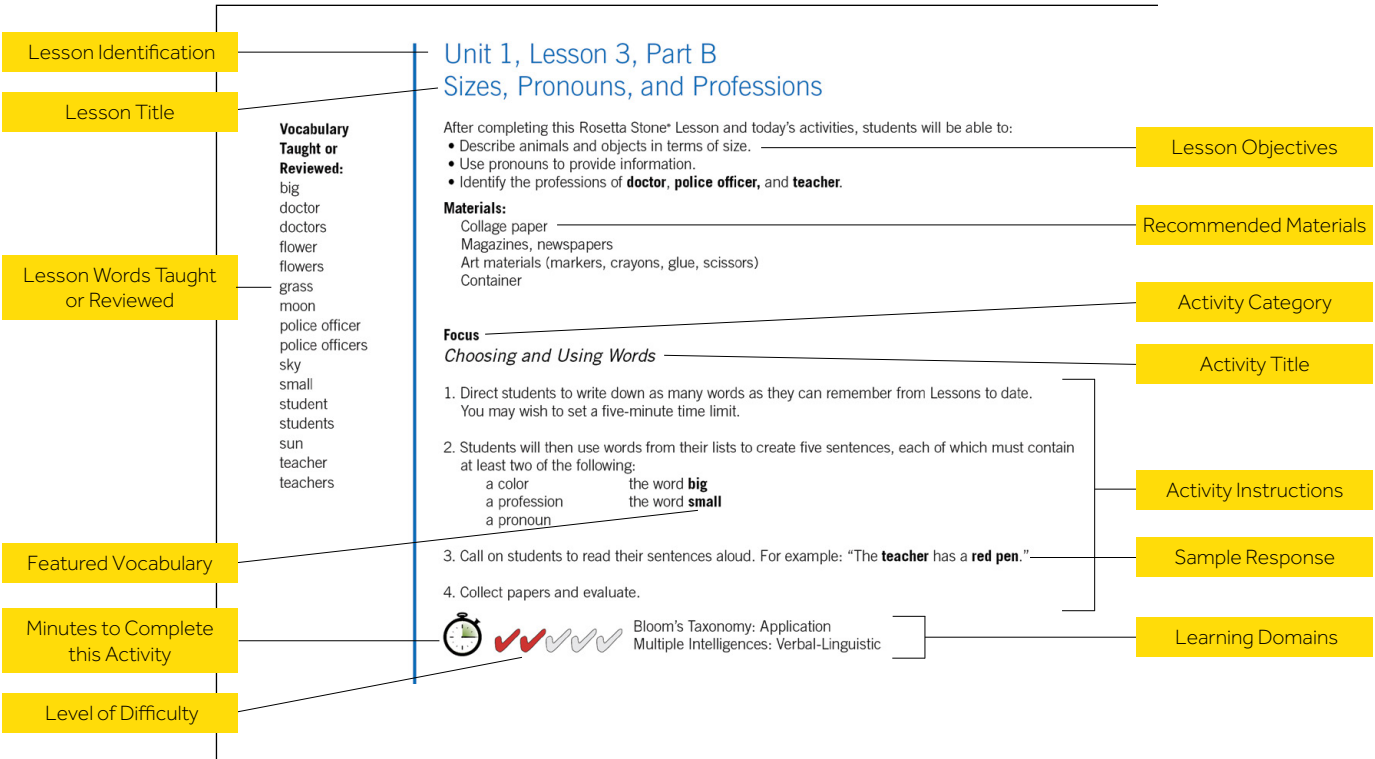


Inside the Teacher's Guide

The Lesson Plans in this Teacher's Guide offer imaginative strategies to help you integrate the Rosetta Stone® Foundations program into your classroom. Addressing multiple learning styles, the engaging activities in each Lesson challenge students to communicate in their new language during real-world situations they may encounter at home, in their communities, across the country, and around the globe.

Lessons in the Teacher's Guide go hand in hand with those in the Rosetta Stone software, allowing you to guide your students as they make those all-important seamless connections between what they learn while interacting with the

computer and what they practice during hands-on classroom activities. Each Lesson is presented in an easy-to-follow format showing that day's learning objectives, featured vocabulary, recommended materials, difficulty level, approximate time span, and more. We tell you how to prepare ahead, and then guide you through every step of each activity. You'll even see suggestions along the way as to instructional options you may wish to consider.



Unit Guidance

At the beginning of each Unit, Software Lesson Descriptions summarize the vocabulary, grammar features, and conversational language taught in each of the corresponding Rosetta Stone® Foundations software Lessons. The Featured Dialogue offers a quick overview of thematic conversations within the Unit that present new vocabulary and grammatical structures in real-life contexts.

Following the Software Lesson Descriptions is an Introduction to the Unit's Lessons, featuring tips for teaching the Unit and summaries of all the Lessons.

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 Foundations software. Consider using these lists to enhance students' recognition and understanding of English words in the following ways:

- Enhance pronunciation and reading skills by writing vocabulary on the board and engaging students in choral recitations.
- 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 is used to highlight themes from corresponding Core Lessons of the Rosetta Stone Foundations software. 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.
- Use target terms in questions that inspire students to share their personal experiences (What type of vacation do you prefer: camping by a lake or staying in an expensive hotel?).

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:

- 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, with ratings represented by red check marks:



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 Foundations 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

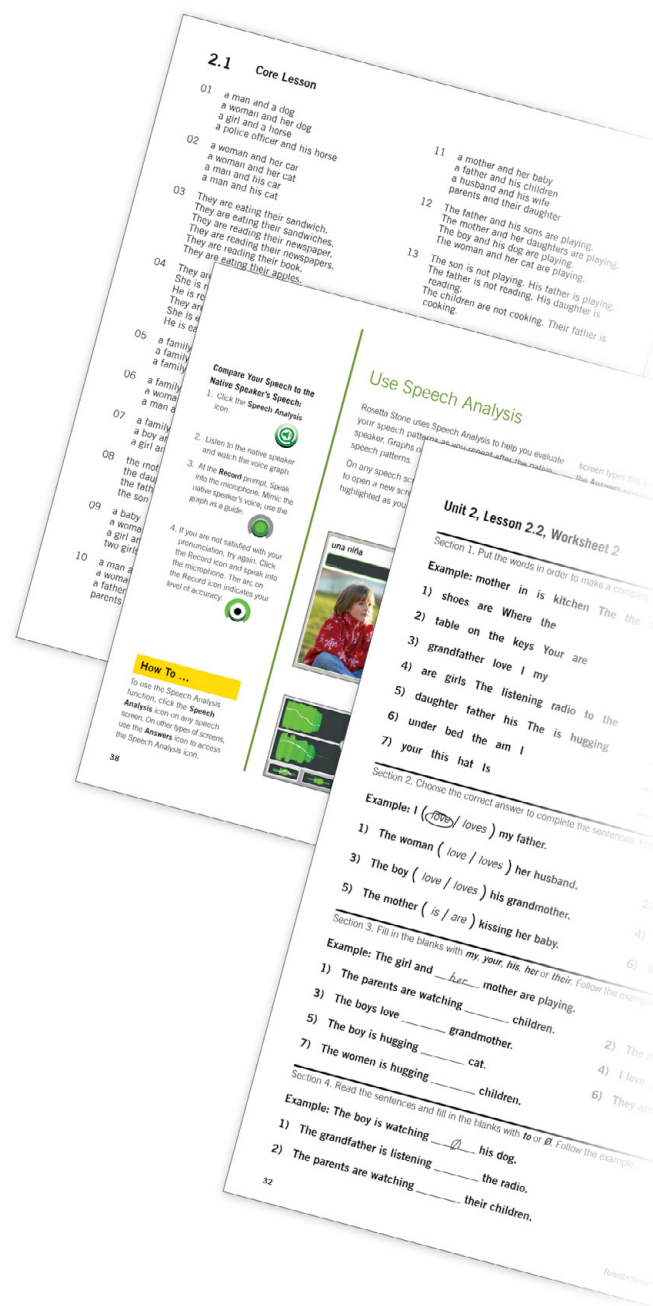
The *Course Content* details the content of each Lesson, as presented in the software, and includes an index to all words in the program. This valuable reference allows you to see at a glance what your students are learning as they work on Lessons at the computer, and it enables you to incorporate Rosetta Stone Foundations 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.

Student Workbook

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

Student Tests

The Tests include Listening and Reading focused tests for each Lesson in the Rosetta Stone Foundations program, as well as a comprehensive Test for each Unit. You may use these materials to support your ongoing assessment of your students' language-learning process.



Lesson

Adaptability

Learning Styles and Skills

The language-learning process is unique for each student, so Lessons in the Rosetta Stone Foundations software and Teacher's Guide offer a broad range of flexibility. You will find it easy to adapt activities in the Teacher's Guide according to your students' learning styles and strengths. Activities are 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 classifications when adapting 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 individual learning strengths and challenges. After the assessment, set aside time periodically for these students to work through the recommended Focused Activities in the Rosetta Stone Foundations software. These special Lessons in the Teacher's Guide provide additional reinforcement of concepts introduced in the software and practiced in classroom activities. Focused Activity Lessons are designed to ensure success and build confidence through small-group activities centering on reading, writing, listening, speaking, and vocabulary. These activities target knowledge, comprehension, and application skills (as identified in the Bloom's Taxonomy listings) to help students 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

The Enrichment Activities in this Teacher's Guide were created for students with exceptional language-learning abilities. These unique independent-study projects challenge gifted language learners with eye-opening, real-world issues, and require in-depth research, creative problem solving, establishment of timelines, and adhering to deadlines. Taking ownership of such broad-scale projects 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.

Raise the Bar

Found in the sidebar, Raise the Bar offers ideas to expand activities in challenging ways for stronger learners. Tasks may extend Unit vocabulary, use technology to execute and present a project, propose a fresh angle in order to research and discuss a topic, or connect the lesson with a cultural context. These additional options can stimulate stronger learners with activities that develop their comprehension, analysis, synthesis, and evaluation skills.

Teaching to Standards

Today's academic learning standards aim to prepare students for college and career readiness in the 21st century. However, learners need not first achieve English-language proficiency before beginning to develop standards-based academic competencies. Learners can be supported in building college and career readiness skills within the context of language learning. By enriching time-tested language pedagogy with a few additional strategies, you can provide a bridge between language learning and academic content standards.

Teach general academic vocabulary. Rosetta Stone Foundations' language-learning curriculum focuses primarily on social and functional vocabulary. However, language learners can benefit from additional classroom vocabulary instruction that targets the academic language they are likely to encounter in a broader educational context. You can support learners' academic achievement by looking for opportunities to address these concepts in the context of their language-learning activities. Particular standards may have specific, targeted vocabulary, but most concepts are universally applicable, including *sentence*, *essay*, *compare*, *purpose*, and *effect*.

Ask text-dependent questions. Language learners are commonly asked to relate spoken or written texts to their own knowledge or experiences. It is important to supplement this approach with a range of text-dependent questions that require students to pay close attention to the particulars of a written or spoken text. Today's academic standards emphasize comprehension that is grounded in text evidence rather than prior knowledge or personal experience. You can support learners' academic progress by ensuring that that reading, writing, listening, and speaking activities provide opportunities for them to draw text-based conclusions.

Build knowledge through texts. Whenever possible, use content-rich texts that support both language learning and knowledge building in specific content domains. Engaging with written or spoken texts that use appropriately leveled language to explore topics and ideas in social studies, the sciences, and the arts can build language and broader academic skills simultaneously. This also creates opportunities to teach and discuss domain-specific vocabulary and concepts that occur in the texts.

Elementary Students

The goal of Rosetta Stone Foundations language-learning software is to enable learners to acquire a language the same way they learned their first language—through complete immersion. Our immersion environment allows students to experience language learning much the same way as they learn naturally: through constant exposure to the language, consistent correction in pronunciation and vocabulary definition, and manipulations (associating words and objects with meanings). According to the American Council on the Teaching of Foreign Languages, people who are exposed to another language at a young age have the advantage of being more proficient than those who study another language later in life. The early years of life are an excellent period in which to build a language-learning foundation.

With modifications to the Lessons in this Teacher's Guide, younger learners can be guided to make the most of their natural ability to grasp languages. As you shape Lessons to address young students' unique learning style, you prepare a solid foundation for new language acquisition. 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 preliterate 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 group settings. 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.

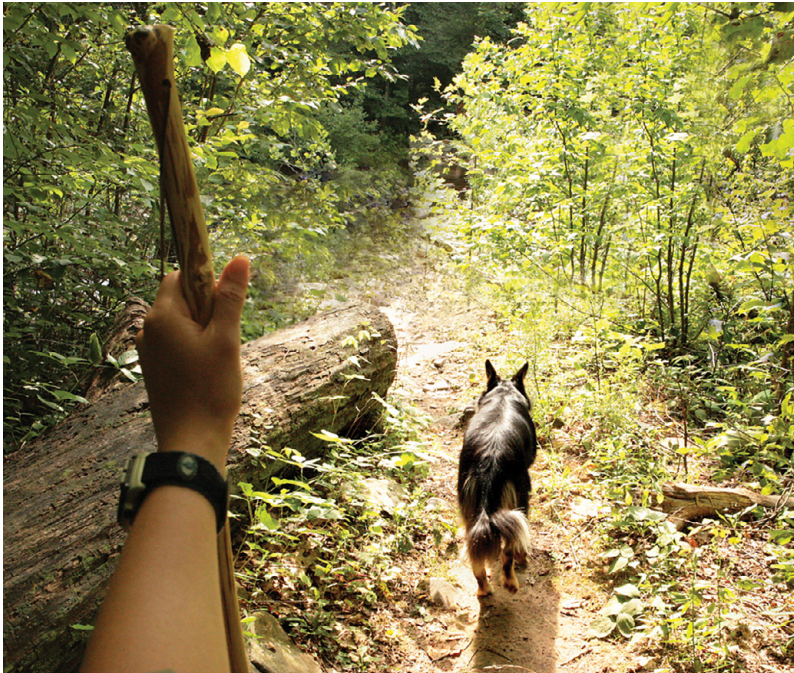
To make language learning more personal, encourage students to use their language skills in their communities, with English-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom, they may decide to continue practicing and learning on their own.

College Students

With class participation an overarching 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 English, 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 Foundations program as the heart of 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 listen to a conversation, and then 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:

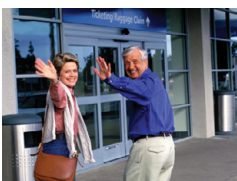
¿Cómo está usted?

¿Cómo estás?

is:

Muy bien, gracias.

¡Adiós! is an appropriate farewell for both formal and informal occasions.



**Vocabulary
Taught or
Reviewed:**

beber
comer
correr
el, la
hola
el/los hombre/-es
leer
la/las mujer/-es
la/las niña/-as
el/los niño/-os
un, una

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.").



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



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.**").



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



**Word of
the Day:**
hola

**Vocabulary
Taught or
Reviewed:**

adiós
cocinar
él/ella
ellos/ellas
escribir
nadar

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.



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

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.



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



**Word of
the Day:**
adiós



**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

Unit 1, Lesson 2, Part A

Direct Objects

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, number agreement, grammar, and spelling.



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



**Word of
the Day:**
sándwich

**Vocabulary
Taught or
Reviewed:**

el adulto
un bolígrafo
caminar
dormir (ue)
esto
un libro
manejar
el/la niño/-a
los/las niños/-as
no
un pez
qué
sí
tener (ie)

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.



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

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.



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



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.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Interpersonal



**Word of
the Day:**
sí

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.

Check your work and correct:

word choice
grammar
spelling

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:

el	masculine singular
la	feminine singular
los	masculine plural
las	feminine plural

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.

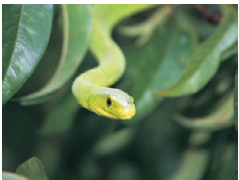
- to indicate a profession:

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

Vocabulary Taught or Reviewed:

amarillo/-a
azul
blanco/-a
el carro
el gato
negro/-a
la pelota
rojo/-a
verde

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

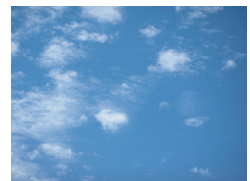
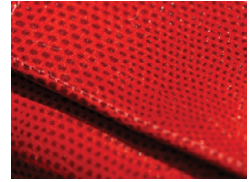
Prepare Ahead:

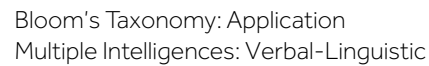
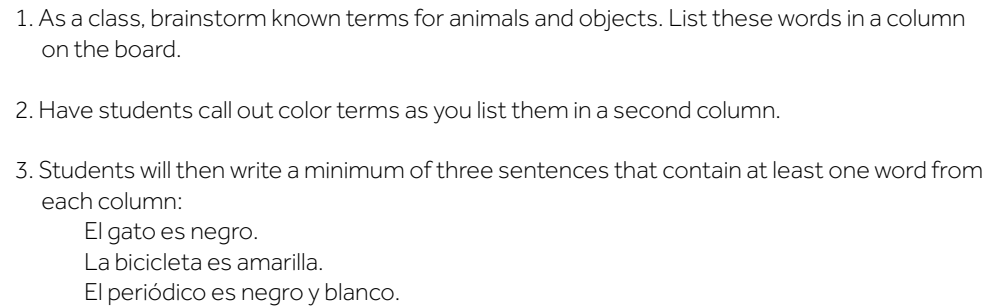
- *Color flash cards.*

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.



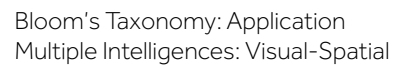
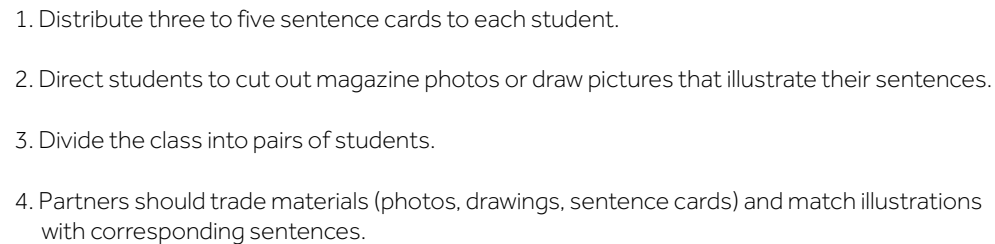
Bloom's Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic





Prepare Ahead:

- *Index cards with Lesson sentences, several for each student.*



Word of the Day:
azul

Unit 1, Lesson 3, Part B

Sizes, Pronouns, and Professions

Vocabulary Taught or Reviewed:

el/la alumno/-a
el cielo
la doctora
la flor
grande
la luna
el/la maestro/-a
el médico
el pasto
pequeño/-a
el/la policía
el sol

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
 - a profession
 - a pronoun
 - the word **grande**
 - the word **pequeño/a**
3. Call on students to read their sentences aloud. For example: "El **maestro** tiene un **bolígrafo rojo**."
4. Collect papers and evaluate for word use, grammar, and spelling.



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.



Bloom's Taxonomy: Application
Multiple Intelligences: Naturalist

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 policía.

Yo no soy maestro/maestra.

Yo no soy un perro.

Yo no estoy nadando.

Yo no estoy durmiendo.

Yo tengo bolígrafos rojos y azules.

Yo tengo un libro negro.

Yo tengo un gato pequeño.

Yo tengo un perro grande.

Yo tengo una bicicleta verde.

Yo tengo un periódico negro y blanco.



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



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



**Word of
the Day:**
alumno/a

Unit 1, Lesson 3, Part C

Questions and Answers

Vocabulary

Taught or

Reviewed:

nosotros/-as
usted/ustedes
yo

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

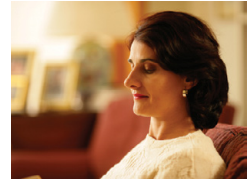
Answering Questions

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."





- 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.



- Challenge students to ask and answer questions among themselves.



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

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



- Divide the class into groups of four students.
- Distribute coordinating question and answer cards, and have each group match appropriate questions and responses.
- Ask for pairs of volunteers to read question and answer exchanges, with answers produced in complete sentences.
- 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?



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

**Word of
the Day:**
maestro/a

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 4, Part A

Numbers 1–6

Vocabulary

Taught or Reviewed:

cuántos/-as
una mesa
un plato
un teléfono

uno
dos
tres
cuatro
cinco
seis

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

- Use the numbers **uno** through **seis** 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.



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

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.



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

**Word of
the Day:**
cuatro

Unit 1, Lesson 4, Part B

Clothing and Quantities

Vocabulary

Taught or

Reviewed:

un abrigo
una camisa
una camiseta
comprar
una falda
llevar
los pantalones
una taza
un tazón
un vestido
los zapatos

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.

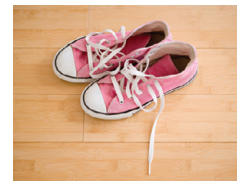
Hay seis.

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



Bloom's Taxonomy: Application

Multiple Intelligences: Logical-Mathematical





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.



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

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. They should check their work for correct word use, grammar, and spelling.
3. Call on volunteers to read their paragraphs.
4. Collect papers and evaluate for word use, grammar, and spelling.



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

**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

Copies of worksheet with Lesson sentences, one per student (see **Appendix A**)

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.



Out-of-Class Activity—At School, at Home, and Around Town

Prepare Ahead:

- Have copies of worksheet ready, one per student.

1. Review Lesson nouns, pronouns, and verbs. Teach the terms **escuela**, **casa**, and **ciudad** to prepare students for the activity.
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 mallhe 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.



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. They should also check their work for correct word use, grammar, and spelling.





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)



RAISE THE BAR

Have students read their dialogues several times successively to develop fluency.

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:

- Copies of Versions 1 and 2 scripts, one for each student (see **Appendix B** and **C**)
- Index cards with Unit 1 verbs
- Download Version 1 script **Track 1**

Extra Help

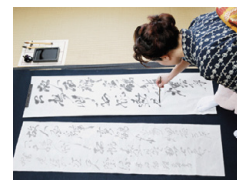
Reading Your Own Script

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

1. Display or distribute the Version 1 script. Students will listen to this version on audio.
2. Play Version 1 script while students follow along. Then have students in pairs read the script.
3. 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.





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:

Bingo board, one per student (see **Appendix D**)

Bingo chips (or suitable substitute)

Extra Help

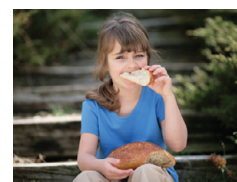
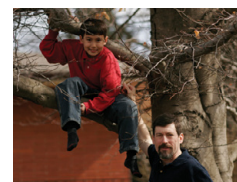
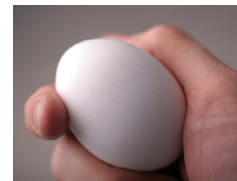
Listening Bingo

Prepare Ahead:

- Make copies of *Bingo* board for each student. Randomly place Lesson vocabulary words in the grid squares, or have students write in words.
- 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 (see **Appendix E**)

Extra Help

Living Sentences

Prepare Ahead:

- Sentences (of varying length and degree of challenge) that contain Unit 1 vocabulary words.
- Cut sentences into squares and separate by color to distribute words to students.

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.

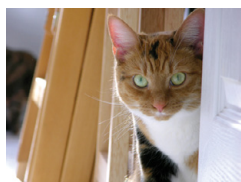
Call on additional students to place themselves accordingly, as they read appropriate object nouns, adjectives, and other relevant parts of speech.

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.

Materials:

Copy of Version 1 text to display to students

Download Version 1 text **Track 2**

Copies of Version 2 text, one per student (see **Appendix F**)

Extra Help

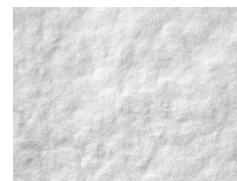
Grammar Choices

1. Display Version 1 text (see below) for the class.
2. Play the Version 1 passage and have students read 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 challenged sentences.
6. Read the passage aloud again as a group, pausing for students to use the correct words they have circled.

Version 1:

Hay seis niños. Ellos son alumnos. ¿Qué están haciendo ellos? Un niño está comiendo un sándwich y una manzana. Dos niñas están corriendo y jugando con una pelota verde y una pelota amarilla. Tres niños no están corriendo. Están sentados en el pasto cerca de un árbol. Dos niños están leyendo periódicos y un niño tiene un libro. Él está sentado cerca de un gato amarillo pequeño. El gato está durmiendo.

No somos niños, somos adultos. Nosotros estamos sentados en la mesa y estamos tomando café. Yo estoy comiendo un huevo. Tú eres un médico. Tú llevas un abrigo blanco. Ellos son policías. Ellos tienen carros negros grandes. Un policía tiene una bicicleta y él está hablando con los niños.



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, students will listen to an interview, and then in small groups 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

Compound Subjects

A sentence with more than one subject is said to contain a compound subject.

El niño **y** su perro juegan.

Since a compound subject is plural, its corresponding verb must match it in number:

El niño y su perro juegan.

Usage

Family Relationships

A close-up photograph of a woman with dark hair, smiling warmly while holding a Siamese cat. The cat has a light-colored body with dark brown points on its face, ears, and paws. The woman is wearing a black and white patterned top. The background is softly blurred, showing what appears to be a dark chair or sofa.

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

A close-up photograph of three young girls with dark hair, smiling and looking towards the camera. They are positioned closely together, with the girl on the left slightly in front of the others. The girl on the left is wearing a blue and white striped top. The girl in the middle is wearing a dark top. The girl on the right is wearing a white top. The background is blurred, suggesting an indoor setting.

**Vocabulary
Taught or
Reviewed:**

un bebé
el/la esposo/-a
la familia
el/la hijo/a
los hijos
una madre
un padre
los padres

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.



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



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



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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal



**Word of
the Day:**
una familia

Unit 2, Lesson 1, Part B

Family Relationships–Part 2

Vocabulary Taught or Reviewed:

un/una amigo/-a
estos/-as
una hermana
un hermano
jugar (ue)
mi/mis
nuestro/-a/-os/-as
su/sus

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).

Column 1	Column 2	Column 3	Column 4
Estos	es	mi(s)	madre
Esta	son	su(s)	padre
Este		nuestro(s)	hermana(s)
Estas		nuestra(s)	hermano(s)
			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 for word use, grammar, and spelling.



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



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.



Bloom's Taxonomy: Application
Multiple Intelligences: Naturalist

**Word of
the Day:**
mi

Vocabulary

Taught or Reviewed:

un año
cero
cuántos años

diez
doce
nueve
ocho
once
siete

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 another.

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

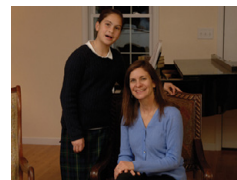
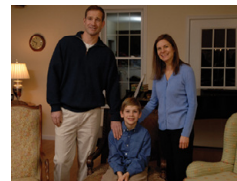
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- 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. They should check their work for correct word use, grammar, and spelling.





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 compro 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:

Term

¿Quién?

¿Quién está comiendo?

El **policía** está comiendo.

Request

identity of a person

Term

¿Qué?

¿Qué está haciendo?

Estoy **escribiendo**.

¿Qué es esto?

Es un **árbol**.

Request

identity of an action or object

Term

¿Cuántos/-as?

¿Cuántos años tienes?

Tengo **diez** años.

Request

quantity

Term

¿Dónde?

¿Dónde están las tazas?

Las tazas están en el **fregadero**.

Request

location



**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

Unit 2, Lesson 2, Part A

In, On, and Under

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

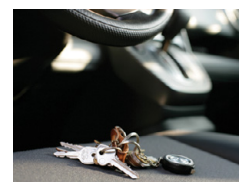
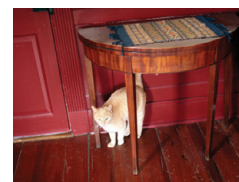
Extending the Text

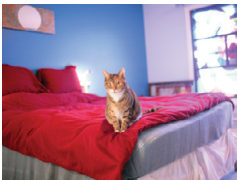
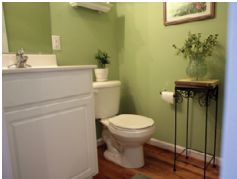
What Is It? Where Does It Belong?

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.").



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

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.



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

**Word of
the Day:**
la ventana

Vocabulary

Taught or

Reviewed:

abrazar

el/la abuelo/-a

besar

querer (ie)

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.



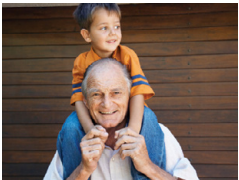


4. Students then create a valentine illustrating a humorous, loving interaction between the two objects, personifying through collage or illustration. For example, a mother newspaper could be shown hugging a daughter bicycle.



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.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



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 for word use, grammar, and spelling.



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

**Word of
the Day:**
quiero

**Vocabulary
Taught or
Reviewed:**

debajo
dónde
escuchar
mirar
parado/-a
sentado/-a
su/sus

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

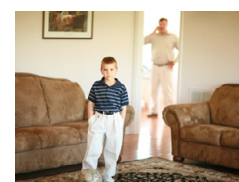
Engage and Explore

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.





- 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.



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



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment The Mirror Game



- Divide the class into pairs of students.
- 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.



- 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.
- 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.").
- 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.



- 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.).



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

Unit 2, Lesson 2, Part D

Review

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.

Materials:

Copies of questions with vocabulary list for In-Class Activity, one per student (see **Appendix A**)

Copies of questions for Out-of Class Activity, one per student (see **Appendix B**)

Classroom Community

In-Class Activity—Quirky Questions and Amazing Answers

1. Distribute the list with questions and vocabulary terms to each student. Examples include:

- | | |
|--|------------------------------------|
| ¿Qué estás haciendo? | ¿Ella es tu hermana? |
| ¿Quién está jugando/comiendo/
durmiendo/bebiendo? | ¿Él es tu hermano? |
| ¿Estás comiendo/durmiendo? | ¿Es este tu libro/sombrero/pelota? |
| ¿Dónde están mis llaves/libros? | ¿Cuántos años tienes? |
| ¿Dónde está mi abrigo/taza/periódico? | ¿Cuántos años tiene él/ella? |

mirando/escuchando	la casa/el apartamento
sentado/parado	la puerta/la ventana
sobre/en/debajo	televisión/radio/computadora
la silla/la mesa	

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

3. 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.

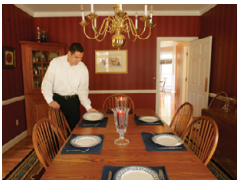
4. Read each question, and ask several volunteers to share their answers with the class.





Community Connection

Out-of-Class Activity–Family Facts



1. Distribute the 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 for word use, grammar, and spelling.

Unit 2, Lesson 2, Part E

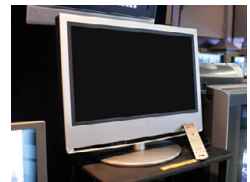
Journal Activity–On the Air

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. They should check their work for correct word use, grammar, and spelling.



Vocabulary

Taught or Reviewed:

Beijing
Brasil
cerca
China
una ciudad
de
Egipto
los Estados Unidos
Francia
Italia
Japón
lejos
llamarse
Moscú
Nueva York
un país
París
un parque
Roma
Rusia
vivir

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.



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





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.



Bloom's Taxonomy: Application

Multiple Intelligences: Bodily-Kinesthetic

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.
Mi familia es de los Estados Unidos, y nosotros vivimos en una casa.
Mi hermano juega en la sala, y mis padres cocinan en la cocina.
3. Call on students to read their sentences aloud.
4. Collect papers; check for proper word use, sentence structure, grammar, and spelling.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

RAISE THE BAR

For assessment assignment, introduce paragraph writing. Using the example text, create a paragraph, explaining its form, the introduction, body, and conclusion. Ask students to write their sentences in a paragraph.

Word of the Day:
ciudad

Vocabulary

Taught or

Reviewed:

adiós
conocer/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?	¿Tienes una bicicleta/un carro?
¿Dónde vives?	¿Cuántos años tienes?
¿Tienes perros/gatos/peces/caballos?	¿Tienes un hermano/una hermana?
¿Cuántos?	¿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.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

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	family members
ages	clothing
countries or cities of origin	activities
descriptions of residences	
3. Ask several volunteers to share their stories with the class.
4. Collect papers and evaluate for paragraph form, word use, grammar, and spelling.



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

As an option, students may illustrate their work.

Word of the Day:
me llamo

RAISE THE BAR

After each student listens to her partner's description of the images, have her turn to another student and summarize what the partner said about the landmarks.

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

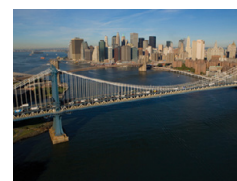
Connecting to Culture

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





Unit 2, Lesson 3, Part D

International Cultural Activity—Flags and Clothing

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. Introduce the term **bandera**, and then direct students to select one from your display, 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.



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

RAISE THE BAR

Have students compare and contrast their relatives' living situations.

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. They should check their work for correct word use, grammar, and spelling.
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:

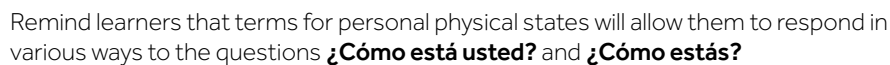
¿De qué color es...?

¿De qué color es su suéter?

Su suéter es azul.

¿De qué color es tu pelo?

Soy pelirroja.



¿Cómo está usted?

Estoy **enferma**.

¿Cómo estás?

Estoy **cansada**.



Muy **bien**, gracias.

Usage

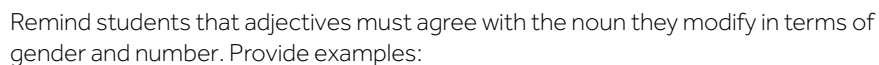
Descriptive Adjectives

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**.



una camisa roja

un caballo negro

unas camisas rojas

unos caballos negros



Vocabulary

Taught or Reviewed:

alto/-a
bajo/-a
los calcetines
el cinturón
el color
una corbata
gris
el hambre
los jeans
marrón
morado
naranja
el pelo
rosado
rubio
la sed
Señor
Señora
un suéter
un traje

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

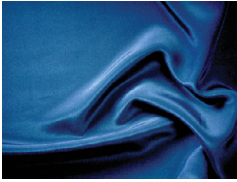
Are You Describing Me?

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



- Write sentences such as the following on the board:
Tengo pelo _____. Mi familia es grande/pequeña.
Llevo una camisa/camiseta _____. Tengo _____ hermanos y _____ hermanas.
Llevo zapatos _____. Soy _____.
- 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.
- Collect papers and redistribute, ensuring that students do not receive their own paper.
- Have students silently read their new papers, circulate around the room, and find the peer who matches the description.
- When a match is made, the student should return the paper to its owner.
- 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



- Distribute art books or magazines.
- 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



**Word of
the Day:**
jeans

**Vocabulary
Taught or
Reviewed:**

bien
calor
cansado/-a
enfermo/-a
frío
hambre
sed

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
frío
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.



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

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.



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

**Word of
the Day:**
bien

**Vocabulary
Taught or
Reviewed:**

abuela
abuelo
mamá
papá

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. Introduce the term **quiénes**, then display photos one at a time and ask, "¿Quién es?"
2. When a student answers, ask the class a second question that prompts the use of a parallel name.

For example:

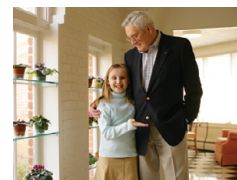
Teacher: ¿Quién es?
Student 1: Ella es mi abuela.
Teacher [to class]: Sí, ella es mi abuela. ¿Es ella un abuelo?
Student 2: No. Ella no es un abuelo.
Teacher: ¿Es ella una abuela?
Student 3: Sí. Ella es una abuela.

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 1: Hola. Soy María. Estoy comiendo un sándwich y bebiendo leche y tengo frío. Estoy jugando en el parque y llevo un suéter naranja, jeans azules, calcetines grises y zapatos negros.
 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.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

RAISE THE BAR

Include in the scenarios a problem or conflict that students must resolve in their scripts. After each performance, the class evaluates the solution. (e.g., *Do they agree or disagree? What position did the characters take?*)

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.

Materials:

Download sample script **Track 3**

Copies of interview form and sample answers, one per student (**see Appendix C**)

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?	

4. Play the following script as an example.

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.

5. 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 for word use, grammar, and spelling.

Examples of interview forms with corresponding sample answers:

Part A: Me llamo _____ y soy alumno/a. Soy de _____ y vivo en _____. Ésta 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:

Me llamo Francisco y soy alumno. Soy de Brasil y vivo en los Estados Unidos. Ésta es mi hermana. Se llama Isadora y ella es de Brasil. Ella tiene pelo marrón y es alta. Ella tiene frío y sed. Ella lleva un suéter naranja y jeans azules y bebe café en la sala de estar.

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.

Unit 2, Lesson 4, Part E

Journal Activity–Dressing for the Weather

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:

Paulo: Hola, me llamo Paulo. Soy de Brasil. Llevo una camiseta y jeans.

Anyá: Hola, me llamo Anyá. Soy de Rusia. Llevo un suéter, jeans, un sombrero y un abrigo.

Students should check their work for correct word use, grammar, punctuation, and spelling.





Unit 2, Lesson 5, Part A

Enrichment Activity–Visual Essay

RAISE THE BAR

Use technology (slide show/movie/animation) to create the essay. Include a peer-assessment session that takes into consideration how the use of multimedia impacts, supports, or enhances the story.

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

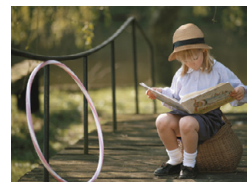
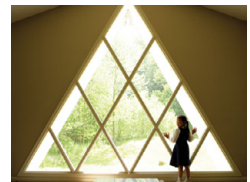
Visual Essay

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.





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.

Materials:

Copies of Journal Entry, one per student (see **Appendix D**)

Extra Help

Reading Juanita’s Journal

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:

Hola. Me llamo Juanita Ramírez. Soy de Colombia y hablo español. Estoy sentada sobre mi cama y escribo en mi laptop. Mi familia vive en una casa amarilla pequeña cerca de un parque grande. Nuestra casa está en Bogotá, una ciudad grande en Colombia. Mi madre está en la cocina. Se llama Isabel y ella es alta. Ella es policía. Ella es pelirroja y lleva un suéter verde. Mi madre y mi hermano están cocinando. Ellos tienen seis huevos en un tazón azul grande. Mi hermano tiene hambre. Mi padre es médico. Él está sentado en una silla en la sala de estar. Él tiene frío. Él está bebiendo café y está leyendo el periódico. Mi hermana y yo estamos en nuestro dormitorio rosado. Ella está leyendo un libro sobre su cama y escuchando radio. Sus dos gatos, uno gris y uno negro, están jugando sobre mi cama. Ellos tienen una pelota naranja pequeña y un calcetín morado. ¡Quiero a mi familia!

Suggested questions:

- ¿De dónde es Juanita?
- ¿Cuántos niños hay en la familia?
- ¿Quién es pelirroja?
- ¿Dónde está sentado su padre?
- ¿Qué está cerca de su casa?
- ¿Qué está leyendo su padre?
- ¿Cuántos gatos tiene su hermana?
- ¿Qué está haciendo su hermano?
- ¿Dónde trabaja su padre?

- ¿De qué color es el suéter?
- ¿Quién está en la cocina?
- ¿Quién tiene un dormitorio rosado?
- ¿Quién es policía?
- ¿Dónde están los gatos?
- ¿Quién tiene hambre?
- ¿Qué lleva Isabel?
- ¿Qué está haciendo su hermana?
- ¿Quién es alta?
- ¿Cuántos huevos hay?





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:

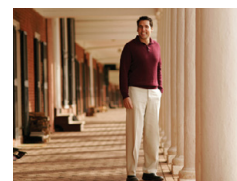
- *Index cards with known words, one word per card, that include:*

<i>articles</i>	<i>subject pronouns; possessive adjectives</i>
<i>nouns</i>	<i>present progressive verbs</i>
<i>adjectives</i>	

and these terms:

<i>estoy</i>	<i>tienes</i>
<i>está</i>	<i>estamos</i>
<i>están</i>	<i>y</i>

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.





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, use 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, they listen to an advertisement, and then 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

In this lesson students will listen for known vocabulary in a story, and then try to identify new words by writing them phonetically. After hearing the story several times, students will read the story, and use various strategies to learn the meaning of those unknown words.

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 play for them.





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?

Él 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**

**Vocabulary
Taught or
Reviewed:**

adentro
afuera
almorzar (ue)
el almuerzo
beber
la cena
cenar
el desayuno
dormir (ue)
en
una escuela
un hospital
la mañana
mediodía
la noche
un restaurante
la tarde
trabajar

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?

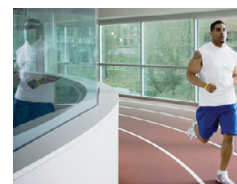
¿Es de noche?

¿Qué comen los niños por la mañana?

2. Students should answer in complete sentences.



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

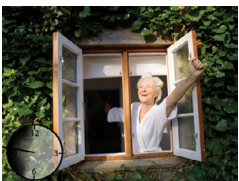




Extending the Text Different Times of Day

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, spelling, and sentence structure.



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

**Word of
the Day:**
la escuela

**Vocabulary
Taught or
Reviewed:**

antes
cuándo
después
pero
y

Unit 3, Lesson 1, Part B

When, But, Before, and After

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
lleva calcetines.

La niña tiene un libro...

...y lo está leyendo.

...pero no lo está leyendo.

Ella tiene un bolígrafo...

...y está escribiendo.

...pero no tiene un libro.

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**.

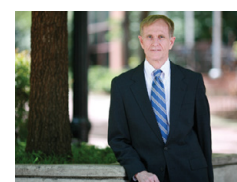
For example:

¿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 and spelling, sentence structure, story organization, and adherence to topic.



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

**Word of
the Day:**
cuándo

Unit 3, Lesson 1, Part C

Time-of-Day Greetings

Vocabulary Taught or Reviewed:

buenas noches
buenas tardes
buenos días

trece
catorce
quince
dieciséis
diecisiete
dieciocho
diecinueve
veinte

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.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Logical-Mathematical

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.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





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 to correct words and spelling.



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

Word of the Day:
antes

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. They should check their work for correct word use, grammar and spelling, sentence structure, and coherence.





Grammar

Subject-Verb Agreement

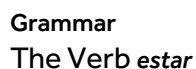
Remind students that the verb in a sentence must match its subject in number and person:

La **mujer prueba** el arroz.

El **niño está** visitando a su abuela.

Las **flores huelen** bien.

Nuestros **invitados están** en la puerta.



Grammar

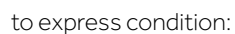
The Verb *estar*

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.



El niño **está** cansado.

La manzana **está** rica.

Singularyo **estoy**

tú **estás**

él/ella/usted **está**

Plural

nosotros **estamos**

ellos/ellas/ustedes **están**

Unit 3, Lesson 2, Part A

Calendar Terms

Vocabulary Taught or Reviewed:

un año
un día
los días de
la semana
hoy
el invierno
un mes
muchacho/-a
el otoño
la primavera
el verano

lunes
martes
miércoles
jueves
viernes
sábado
domingo

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?

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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical

Skill Sharpener Spinning Time

- Divide the class into groups of four students and give a spinner to each group.
- 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?
- Students who answer correctly and in complete sentences receive a point. For instance:
Nado al mediodía y miro la televisión por la tarde.
- Play continues as students take turns asking and answering questions.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





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



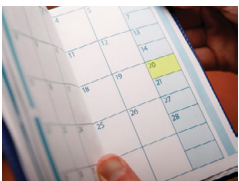
2. Students should write 10 sentences that use as many of these terms as possible.

3. After each student takes a turn reading two sentences, Collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic



RAISE THE BAR

Instead of sentences, have students write 1-2 paragraphs using the terms. Use transition words for cohesion. For more advanced students, have them write about a problem with its solution.

**Word of
the Day:**
una semana

**Vocabulary
Taught or
Reviewed:**

bienvenido/-a
con
gracias
un invitado
un juego
visitar

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:

Action-based sentences cut to distribute one to each pair of students (see **Appendix A**)
Travel magazines

Engage and Explore Acting Out Actions

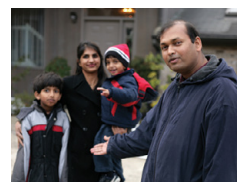
Prepare Ahead:

- *Action-based sentences from this Lesson.*

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:
Me llamo Amara y tengo dieciséis años. Soy alta y tengo pelo marrón. Estoy visitando Colombia con mi hermano. Somos de Brasil y somos huéspedes. Mi hermano tiene diez años y tiene pelo negro. Hoy es jueves y estamos almorzando afuera.
5. After each student reads his narrative aloud, ask questions of the class to determine comprehension of the details just heard.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

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.



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

**Word of
the Day:**
gracias

**Vocabulary
Taught or
Reviewed:**

bien
el dedo del pie
un dedo
feo/-a
mal
una mano
oler (hue)
un pie
probar (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, one per student
Lesson photos (or other photos) of seasons and of people or animals tasting or smelling something
Copies of slips with seasonal phrases, one slip per student (see **Appendix B**)
Container
Art materials

Jump Start Sensible Senses

Prepare Ahead:

- *Index cards, one per student, with sentences such as the following:*

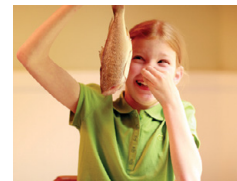
Hueles las flores.	La leche huele mal.
Pruebas un sándwich.	El pan está rico.
La flor huele bien.	El café está feo.
- *Lesson photos (or other photos) that depict taste and smell (optional).*

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.*
- *Have copies ready of slips with phrases such as the following, to be cut and 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.

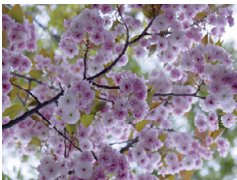


3. Distribute art materials and ask students to illustrate their passages.

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)



**Word of
the Day:**
la primavera

Unit 3, Lesson 2, Part C (continued)

Assessment Conversations

1. Divide the class into pairs of students.
2. Direct partners to write a dialogue that includes:

a time-of-day greeting	a sentence with bienvenido/a
an opener (¿Cómo estás?)	a question with dónde
a home country	a question with cuándo
a name	a farewell
a day of the week	

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.



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





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:

Phrases from *Course Content*, one per student (see **Appendix C**)
Lesson photos

Classroom Community

In-Class Activity—Inside and Outside

Prepare Ahead:

- Have copies ready of phrases 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.

Hoy es martes. Estoy cenando adentro y estoy en la cocina.

Use Lesson photos as needed for ideas and additional cues.

7. Have students share their sentences with the class.

8. Collect papers and evaluate for word use, grammar, and spelling.



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	interview questions
introductions	a farewell
an opener (¿Cómo está?)	
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 for word use, grammar, spelling, sentence structure, and paragraph form.

RAISE THE BAR

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

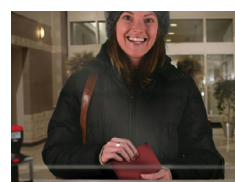
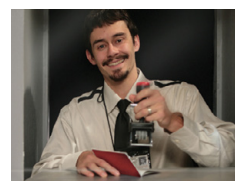
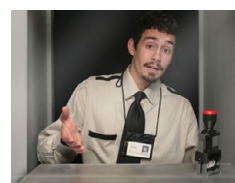
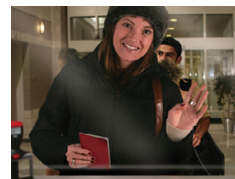
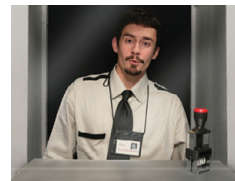
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- 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. They should check their work for correct word use, grammar, spelling, and sentence structure.





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



**Vocabulary
Taught or
Reviewed:**

árabe
Australia
chino
hablar
inglés
ruso

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:

Download audio clips of people speaking Arabic, Spanish, Chinese, and Russian **Track 4**
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.

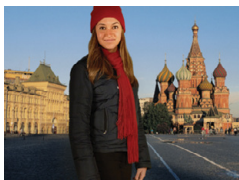


Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal

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.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic



**Word of
the Day:**
hablan

**Vocabulary
Taught or
Reviewed:**

un animal
una persona

treinta
cuarenta
cincuenta
sesenta

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
Copies of Bingo grid, one per student (see **Appendix D**)
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





Skill Sharpener B-I-N-G-O!



Prepare Ahead:

- Copies of *Bingo* grids, one per person.
- 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.



Bloom's Taxonomy: Application

Multiple Intelligences: Logical-Mathematical

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.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
las personas

**Vocabulary
Taught or
Reviewed:**

enseñar
escribir
hablar
leer

árabe
chino
español
inglés
ruso

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).



- Divide the class into groups of three students.
- Explain that students will take turns role-playing the teaching, studying, and speaking of Spanish.
- Each learner should write, on a sheet of paper, four words from a category that you assign, which may include the following:

food	family members
colors	household rooms
numbers	times of day
clothing	days of the week

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

- 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)

**Word of
the Day:**
enseño

Unit 3, Lesson 3, Part C (continued)

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.



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





Unit 3, Lesson 3, Part D

International Cultural Activity–Country Report

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	Egipto	Japón
Brasil	Francia	Rusia
China	Italia	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

[illegible]

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

Students should check their work for correct word use, grammar, spelling, and sentence structure.





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.

Remind students they have been using a reflexive verb prior to this lesson, **llamarse**.

A reflexive verb consists of a reflexive pronoun and a verb:

Singular

Yo **me cepillo** los dientes
después de desayunar.

Tú **te llamas** Pedro.

Es de mañana y él **se está despertando**.

Ella **se cepilla** el pelo.

Plural

Nosotros **nos llamamos**
"Los Caballos" porque nos
gusta correr.

Ustedes **se lavan** la leche de sus caras.

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**).

**Vocabulary
Taught or
Reviewed:**

la cara
el dentífrico
despertar (ie)
el jabón
lavar
limpio
mojado
porque
sucio
seco
por qué

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 **limpio**, **sucio**, **mojado**, and **seco**.
- 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 **limpio**, **sucio**, **mojado**, and **seco**.

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.

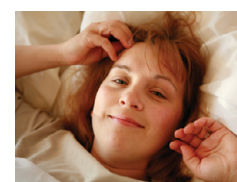
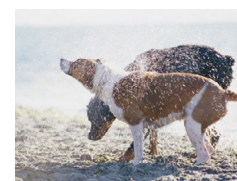


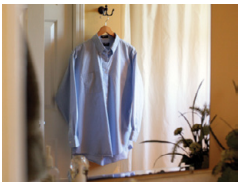
Bloom's Taxonomy: Application
Multiple Intelligences: Visual-Spatial

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.



Bloom's Taxonomy: Application

Multiple Intelligences: Interpersonal

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, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

Word of the Day:
limpio

Unit 3, Lesson 4, Part B

Why and Because

Vocabulary Taught or Reviewed:

una almohada
cepillar
un cepillo
una frazada
una sábana

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
Download sample script **Track 5**

Jump Start Daily Routines

Prepare Ahead:

- Index cards, one per student, with phrases such as:

<i>me lavo la cara</i>	<i>me despierto</i>
<i>me cepillo el pelo</i>	<i>duermo sobre mi almohada</i>

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 la almohada por la noche.



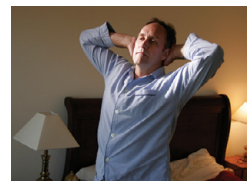
Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

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

4. Before students begin writing, play the audio of the following script as an example:

- 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 huelen 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!

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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

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.



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

RAISE THE BAR

As an alternative to writing a commercial, have students read 2-3 sources (multimedia and print) about a cleanliness issue (i.e., the importance of washing your hands; the benefits of good hygiene; the problems of being too clean). In groups, have students discuss their findings by comparing the content of their sources, and then present the pros and cons of the issue.

Word of the Day:
lavar

Unit 3, Lesson 4, Part C

Grooming Habits

Vocabulary Taught or Reviewed:

un cepillo de
dientes
el dentrífico
los dientes

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 (See **Unit 3 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

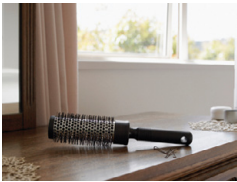
Prepare Ahead:

- 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)

**Word of
the Day:**
jabón

Unit 3, Lesson 4, Part C (continued)

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.

- Read phrases aloud, allowing time for students to write a **por qué** question that matches each **porque** statement.
- 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?
- 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

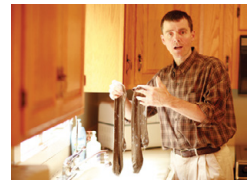
Classroom Community

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 for correct word use, grammar, spelling, and sentence structure.





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.

RAISE THE BAR

Have students exchange diagrams and descriptions with a partner. Ask students to tell their partner what they like or dislike about living in their house and why. Their partner should then write a brief paragraph about the peer's home, based on the diagrams and descriptions. The partners should note the point of view expressed in what their peer had to say.

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 one paragraph about their morning routines. They should check their work for correct word use, grammar, spelling, and sentence structure.





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:

Copies of short story, one per student (see **Appendix E**)

Download story **Track 6**

Extra Help

Vocabulary Words on the Town

1. Write story vocabulary words on the board; students should copy these terms onto their own sheets of paper.
2. Play the story aloud. Students should listen for the words on their lists and place a check mark by those that they hear. They should write down any words they don't recognize or understand, trying to spell them phonetically.
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. Students should try to understand the meaning of unknown words from the context, and then look them up in a dictionary or other resource for clarification.





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

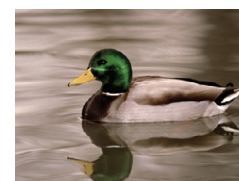
Prepare Ahead:

- 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

Download passage **Track 7**

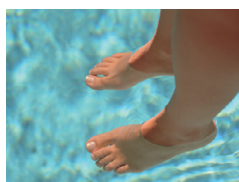
Extra Help

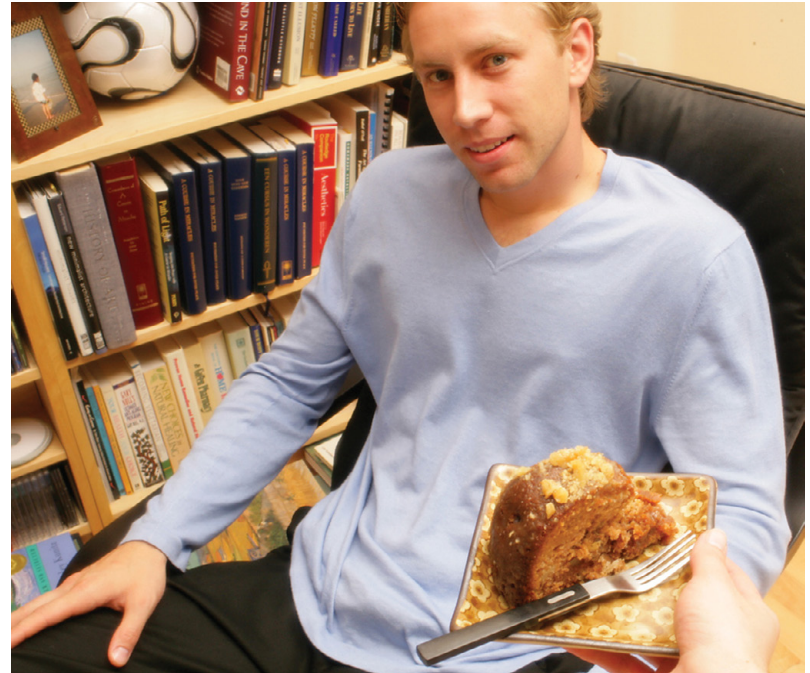
Listen Carefully

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 terms in bold in the passage 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. Play the passage. Students listen for their target words and hold up their name card each time the words are spoken.

Passage:

Buenos días. ¡Bienvenido a nuestra casa! Soy María y estoy **parada** en la **cocina**. Es de **mañana** y mi familia está desay**unando**. Este es mi **esposo**. Se llama Juan. Él desayuna **antes** de trabajar. Juan **trabaja** en una escuela y **enseña español**. Este es mi **hijo**. Se llama Lucas. Él **habla** español, pero **estudia chino**. Esta es mi **hija**. Se llama Carla. Ella habla español, **pero** estudia **ruso**. Los niños están lavando **los platos** en **el fregadero**. Mi esposo está en el baño **porque** se está **lavando la cara** y **cepillando los dientes**. Estamos sentados en **la sala de estar**. Mi esposo está **jugando un juego** con mi hijo y yo estoy leyendo un libro **con** mi hija. Esta **tarde visitamos** a nuestros amigos. Adiós.





Unit 4

Shopping

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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

After listening to a dialogue about shopping, learners will practice reading the script 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: Focused Activity–Reading To-Do Lists

A To-Do list serves as extra reading and vocabulary practice for a new read-aloud challenge.

Lesson 5e: 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 5f: 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.





Vocabulary Usage

comprar
vender
un supermercado
una ferretería
una joyería
una farmacia
una panadería
una librería



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

Vocabulary Taught or Reviewed:

los anteojos de sol
el dinero
la carne
una escalera
una ferretería
la fruta
una joyería
necesitar
nuevo/-a
un paraguas
querer (ie)
la ropa
roto/-a
un supermercado
las verduras
viejo/-a

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

Word of
the Day:
ropa

**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

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:

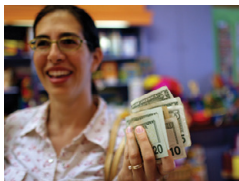
- *Questions that contain Lesson vocabulary.*

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





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 farmacia

una librería
un supermercado

una ferretería
una joyería

Sample commercial:

Announcer: ¿Está su escalera vieja rota? Nosotros vendemos escaleras grandes, pequeñas, negras, blancas y rojas en nuestra ferretería.

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. Have students summarize the content of each performance they hear.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Shopping Scenario

1. Direct students to write a short scenario (1-2 paragraphs) 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. Students should check their work for correct word use, grammar, spelling, and sentence structure. 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.



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

RAISE THE BAR

Have students research two different businesses (pharmacies, hardware stores, bookstores, etc.). They should write a commercial comparing and contrasting the companies, explaining why someone should shop at one company rather than the other to buy the product they need.

**Word of
the Day:**
vender

Unit 4, Lesson 1, Part C

Using Landmarks to Provide Directions

Vocabulary Taught or Reviewed:

Calle Fresno
Calle Pino

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:

Copies of Bingo grids, one per student (see **Appendix A**)
Bingo chips (or suitable substitute)
Art paper (for a mural-size project)
Drawing materials

Focus and Motivate Community Bingo

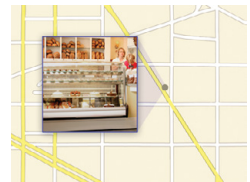
Prepare Ahead:

- Copies of *Bingo* grids, one per student.
- 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 joyería
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 **Unit 4, Lesson 4 Review**.*



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

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 for word use, grammar, and spelling.



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



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?
4. Students should check their work for correct word use, grammar, spelling, and sentence structure.



**Vocabulary
Taught or
Reviewed:**

cocinar
un concierto
cuál/cuáles
el fútbol
el golf
gustar
jugar (ue)
nadar
las naranjas
una película
el tenis

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?



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?



3. Distribute note-taking materials.
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.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

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?



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



RAISE THE BAR

For additional practice with *person*, *number*, and *gender*, have students ask each other about the preferences of family members or friends.

Word of
the Day:
fútbol

**Vocabulary
Taught or
Reviewed:**

correr
costar (ue)
cuál/cuáles
dinero
un dólar
el jugo
libras
más
menos
mucho
una película
el té
una zanahoria

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."



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

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



Word of
the Day:
más

Unit 4, Lesson 2, Part C

Currency and Cost

Vocabulary Taught or Reviewed:

los dólares
los euros
cuánto/-a

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

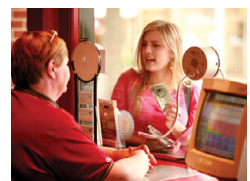
Focus and Motivate Cost, Currency, and Comparisons

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





Prepare Ahead:

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 **Unit 4, Lesson 2 Review**.



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



(Lesson continues on next page)

Word of the Day:
dólares

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 **Unit 4, Lesson 2, Part C**
Mural-size paper

Classroom Community

In-Class Activity—What Would I Buy?

1. Distribute price sheets created in **Unit 4, Lesson 2, Part C**.
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.

RAISE THE BAR

Discuss the value of healthful foods and how to increase the nutritional value of what we eat. For example, have students research the benefits of organic produce. They could then compare prices of organic and non-organic foods leading to a discussion about their value relative to costs and nutritional benefits.

Unit 4, Lesson 2, Part E

Journal Activity–Leisure Time

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.).
3. Students should check their work for correct word use, grammar, spelling, and sentence structure.





Vocabulary

Taught or Reviewed:

algunos/-as
barato/-a
caro/-a
un cheque
el crédito
el efectivo
hecho (hacer)
la madera
el metal
una moneda
el papel
el plástico
una tarjeta
de crédito

Unit 4, Lesson 3, Part A Materials and Merchandise

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:

Copies of lists of expensive and inexpensive items and their corresponding prices using a variety of Latin American currencies, one per each pair of students (see **Appendix B**)

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

Curriculum Connection Plastic, Paper, Metal

1. Lead a class discussion to answer the following questions:
¿De qué están hechas las monedas?
¿De qué están hechas las tarjetas de crédito?
¿De qué está hecho el dinero en efectivo?
¿De qué están hechos los cheques?
2. Note the fact that wood is not a payment material. Explain the expression
"Don't take any wooden nickels."





3. Divide the class into pairs of students to play a variation of the *Rock, Paper, Scissors* game, using instead the words **plástico**, **papel**, **metal**.



4. Explain the rules, which are based on payment options:
Plástico (credit cards) beats **papel** (paper money), since credit cards expand the spending limit beyond what is in hand.
Papel beats **metal** (coins), since paper money is worth more than coins.
Metal beats **plástico**, because jail (with metal bars) may await those who misuse credit cards.

5. Learners should play a minimum of 10 rounds before switching partners. While playing, students should say the term for the material and present a hand gesture for each. When students tie, they should say "**madera**" to represent the worthless wooden nickel.



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

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:

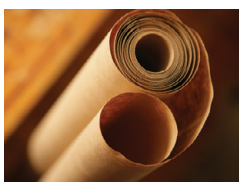
las monedas for inexpensive purchases
el efectivo if there is enough to cover the purchase
un cheque for moderate expenses
una tarjeta de crédito for large expenses



3. Students should then present their dialogues to the class.



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



RAISE THE BAR

Have students research virtual pay systems (e.g., PayPal, Bitcoin, Apple Pay). In their assessment dialogues, students' characters can compare and contrast them with traditional methods of payment (cash and credit cards), giving their reasons why they would prefer one over the other.

Word of
the Day:
papel

**Vocabulary
Taught or
Reviewed:**

aun
más
el/la más
joven
lento/-a
liviano/-a
mayor
pesado/-a
rápido/-a
viejo/-a

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**.



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

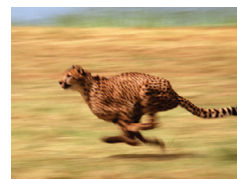
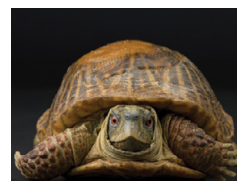
Engage and Explore
City Scenes

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.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

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. Have volunteers read their paragraphs and ask peers to give feedback. Collect papers and evaluate for word use, grammar, spelling, sentence structure.



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



**Word of
the Day:**
rápido

**Vocabulary
Taught or
Reviewed:**

algo
joven
más
aun mayor
el/la mayor

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



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal

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.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
algunos

Unit 4, Lesson 3, Part D

Journal Activity–Super Superlatives

RAISE THE BAR

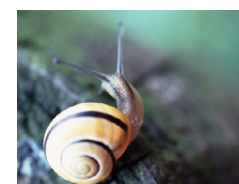
Have students write one paragraph to describe each person, animal, or object and expound on the subject by giving reasons or causes for differences in the superlative. They should use good paragraph structure with transition words and phrases for cohesion and clarity.

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.
4. Students should check their work for correct word use, grammar, spelling, and sentence structure.





Unit 4, Lesson 3, Part E

International Cultural Activity–Architecture Through the Ages

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/el 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 , checks, and credit cards (see **Appendix C**))

Connecting to Culture

Vacation Exchange

Prepare Ahead:

- *Copy and cut enough 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.



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





**Vocabulary
Taught or
Reviewed:**

algunos/-as
los colores
diferente
igual
menos
aun menos
mismo/-a
el tamaño

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?



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



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.



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



**Word of
the Day:**
diferente

**Vocabulary
Taught or
Reviewed:**

demasiado
ninguno/-a
quedar
todos/-as

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 **ninguno** and **todos** by following verbal directions.
- Describe clothing, using terms for size.

Materials:

Slips of paper with action statements that use **ninguno/a**, **algunos/as**, or **todos/as**, one per student
(see **Appendix D**)

Clothing and accessory items of different sizes (known terms only)

Jump Start

All, Some, or None?

Prepare Ahead:

- *Cut slips of paper with one sentence per slip for each student.*

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.



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

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?



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

**Word of
the Day:**
todos

Unit 4, Lesson 4, Part C

Preference

Vocabulary

Taught or Reviewed:

abierto/-a
cerrado/-a
de nada

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 for word use, grammar, spelling, and sentence structure.



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

RAISE THE BAR

For the assessment have students write 2–3 paragraphs setting up and defending an argument, giving reasons why they need something versus wanting it. They should use good paragraph structure with transition words and phrases for cohesion and clarity.

Word of
the Day:
abierto

Unit 4, Lesson 4, Part D

Review

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 **Unit 4, Lesson 1, Part C**
Signage and art materials

Classroom Community

In-Class Activity—Stores in the Community

Prepare Ahead:

- Community landmark map from **Unit 4, Lesson 1, Part C**.

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. Students should check their work for correct word use, grammar, spelling, and sentence structure.

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

RAISE THE BAR

As part of the discussion after each group's presentation, have peers summarize the content, then evaluate the presentation.

Unit 4, Lesson 5, Part A

Enrichment Activity–Monologue

RAISE THE BAR

Include in the writing task instructions for students to set up different characters with whom they must interact with varying degrees of formality; for example, meeting with a child, an elderly person, an important business person, etc.

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:

Buenos días. Me llamo Hannah y soy un gato marrón y naranja. Vivo en el parque con mi familia y hoy estoy visitando a mi amigo en el supermercado. Este es mi amigo. Se llama Simón y es un perro negro y blanco. Simón vive en el supermercado.

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 **Unit 2, Lesson 5, Part B, 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.

Materials:

Copies of Version 1 script, one per student (see **Appendix E**)

Copies of Version 2 script, one per student (see **Appendix F**)

Download Version 1 script **Track 8**

Extra Help

Speaking of Shopping

1. Play the script as students listen. Then ask general comprehension questions such as: Who is shopping? What do they buy? How much does the book cost? Do they buy shoes? Why or why not? Play again to confirm answers.
2. Divide the class into groups of three. Then distribute the Version 1 script to students and have them read the script, each taking a role.

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 1: Sí. Necesito la llave. Gracias.
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.





3. Distribute the Version 2 script to each student:

Version 2

Scene: Two friends on a shopping trip

Friend 1: Hola, papá. Estamos de compras.

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: _____.

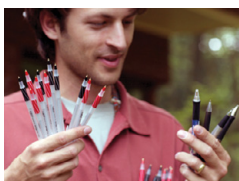
Friend 2: ¿Por qué no?

Friend 1: Porque _____.

4. Direct groups to work together to fill in the blanks with new words, using Version 1 as a guideline.

5. Groups will then read new scripts to each other, taking turns in different roles.

6. Circulate around the room and listen to dialogues.



RAISE THE BAR

Have students improvise with the script by changing the characters to require varying degrees of formality.

Unit 4, Lesson 5, Part D

Focused Activity–Reading To-Do Lists

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

- Develop a meaningful reading passage by selecting appropriate words.

Materials:

Copies of My To-Do List: Version 1, one per student (see **Appendix G**)

Copies of My To-Do List: Version 2, one per student (see **Appendix H**)

Extra Help

Reading To-Do Lists

1. Distribute My To-Do List: Version 1 to each student:

My To-Do List: Version 1

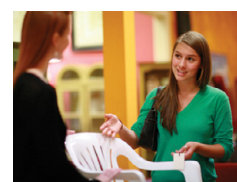
Hoy es sábado. Yo estoy...

- ...visitando a mi abuela por la mañana.
- ...de compras en el supermercado.
- ...comprando pan, carne, frutas, y vegetales.
- ...pagando con un cheque.
- ...cocinando el almuerzo.
- ...jugando fútbol en el día.
- ...de compras en la ferretería.
- ...comprando una escalera nueva.
- ...pagando con una tarjeta de crédito.
- ...mirando una película por la tarde.

2. Read the passage aloud as a group.

3. Ask questions about the passage, such as:

- ¿A quién estás visitando en la mañana?
- ¿Donde estás comprando pan, carne, fruta, y vegetales?
- ¿Cuándo estás jugando fútbol?
- ¿Qué estás comprando en la ferretería?





4. Distribute Version 2 to each student:

My To-Do List: Version 2

Hoy es sábado. Yo estoy...

...visitando a mi __esta mañana.

... de compras en el supermercado.

...comprando ____, ____, ____, y ____.

...pagando con (un) _____.

...cocinando el almuerzo.

...jugando _____en el día.

...de compras en la ____.

...comprando un(a) _____.

...pagando con un(a) ____.

...mirando (a) ____ por la tarde.



5. Direct students to fill in the blanks with a new set of words, using Version 1 as a guideline.

6. Circulate around the room; ask students to read several of their new sentences to you.

7. Divide the class into pairs of students, and have partners read their passages to each other.

8. Collect papers and evaluate for word use, grammar, and spelling.



Unit 4, Lesson 5, Part E

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 ideasProvide 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 F

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:

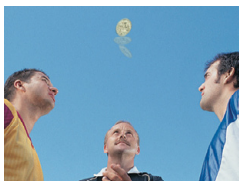
- Level 1 photos and word lists
- Newspapers
- Latin American Magazines



Classroom Community

Class Newsletter–Part 2

1. Have students return to their groups from the previous Level 1 **Review Unit 4, Lesson 5, Part E**.
2. Each group should finish writing the first draft of its newsletter article, with members checking work for:
 - appropriate word use
 - grammar and spelling
 - 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.



RAISE THE BAR

With guidance and support from teachers and peers, have students use technology and the Internet to produce and publish the class newsletter. They should include links to and cite sources as appropriate. If possible, distribute the newsletter by email to classmates and to other students in the school. Create a blog in the publication to generate responses from peers.



Index of Lesson Activities

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
1.1a	6	Singular, Plural, Present Progressive, and Articles	Who Am I?	10	Simple	Knowledge	Verbal-Linguistic
1.1a	6	Singular, Plural, Present Progressive, and Articles	What Am I Doing? What Are We Doing?	20	Simple	Knowledge	Bodily-Kinesthetic
1.1a	7	Singular, Plural, Present Progressive, and Articles	What Are They Doing?	15	Simple	Knowledge	Visual-Spatial
1.1b	8	Pronouns	Sentences in Motion	10	Simple	Knowledge	Bodily-Kinesthetic
1.1b	9	Pronouns	Action Drawings	20	Simple	Knowledge	Visual-Spatial
1.1b	9	Pronouns	Two Ways to Say It	15	Simple	Knowledge	Verbal-Linguistic
1.2a	12	Direct Objects	See It, Say It	10	Simple	Knowledge	Visual-Spatial
1.2a	13	Direct Objects	Can You Guess What I'm Doing?	20	Simple	Knowledge	Bodily-Kinesthetic
1.2a	13	Direct Objects	How Many Sentences?	15	Simple	Comprehension	Verbal-Linguistic
1.2b	14	Engage the World of People and Animals	Finish the Sentence	15	Easy	Comprehension	Verbal-Linguistic
1.2b	14	Engage the World of People and Animals	Picture Perfect	20	Easy	Comprehension	Visual-Spatial
1.2b	15	Engage the World of People and Animals	Negation Station	10	Easy	Comprehension	Interpersonal
1.2c	16	Review	In-Class Activity–Sense or Nonsense?	25			
1.2c	17	Review	Out-of-Class Activity–Journal Introduction				
1.3a	20	Colors	Classroom Colors	10	Easy	Comprehension	Verbal-Linguistic
1.3a	21	Colors	Color Sentences	20	Easy	Application	Verbal-Linguistic
1.3a	21	Colors	Picture These Colors	15	Easy	Application	Visual-Spatial
1.3b	22	Sizes, Pronouns, and Professions	Choosing and Using Words	15	Easy	Application	Verbal-Linguistic
1.3b	22	Sizes, Pronouns, and Professions	Class Collages	20	Easy	Application	Naturalist
1.3b	23	Sizes, Pronouns, and Professions	Finish It!	10	Easy	Application	Verbal-Linguistic
1.3c	24	Questions and Answers	Yes or No?	10	Easy	Application	Verbal-Linguistic
1.3c	24	Questions and Answers	Answering Questions	20	Easy	Application	Bodily-Kinesthetic
1.3c	25	Questions and Answers	Asking and Answering	15	Simple	Application	Interpersonal
1.3d	26	Latin American Cultural Activity–Describing Art	Describing Art	40	Easy	Application	Verbal-Linguistic
1.3e	27	Journal–Answering Questions	Answering Questions				
1.4a	30	Numbers 1–6	Count on It!	10	Easy	Application	Logical-Mathematical
1.4a	31	Numbers 1–6	Countable Collages	20	Easy	Application	Visual-Spatial
1.4a	31	Numbers 1–6	How Many Are There?	10	Easy	Application	Verbal-Linguistic
1.4b	32	Clothing and Quantities	What's in Your Backpack?	10	Easy	Application	Logical-Mathematical
1.4b	33	Clothing and Quantities	Who's Wearing What?	20	Easy	Application	Bodily-Kinesthetic
1.4b	33	Clothing and Quantities	Write About It!	15	Simple	Application	Verbal-Linguistic
1.4c	34	Review	In-Class Activity–Draw It, Say It	25			
1.4c	35	Review	Out-of-Class Activity–At School, At Home...				
1.4d	36	Journal Activity–Writing About Home	Writing About Home				
1.5a	37	Focused Activity–Vocabulary Collage	Vocabulary Collage	25	Easy		
1.5b	38	Focused Activity–Reading Your Own Script	Reading Your Own Script	25	Easy		
1.5c	40	Focused Activity–Listening Bingo	Listening Bingo	25	Easy		
1.5d	41	Focused Activity–Living Sentences	Living Sentences	25	Easy		
1.5e	42	Focused Activity–Grammar Choices	Grammar Choices	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
2.1a	48	Family Relationships–Part 1	Picture It	10	Easy	Application	Visual-Spatial
2.1a	49	Family Relationships–Part 1	Act It Out	20	Easy	Application	Bodily-Kinesthetic
2.1a	49	Family Relationships–Part 1	Who's Who?	15	Medium	Analysis	Interpersonal
2.1b	50	Family Relationships–Part 2	Family Photos	10	Easy	Application	Visual-Spatial
2.1b	50	Family Relationships–Part 2	Family Sentences	20	Medium	Application	Verbal-Linguistic
2.1b	51	Family Relationships–Part 2	Family Tree	15	Medium	Application	Naturalist
2.1c	52	Numbers 7–12 and Ages	Count It Out!	10	Easy	Comprehension	Logical-Mathematical
2.1c	53	Numbers 7–12 and Ages	How Many?	20	Easy	Comprehension	Visual-Spatial
2.1c	53	Numbers 7–12 and Ages	Family Photos	15	Easy	Application	Verbal-Linguistic
2.1d	54	Journal Activity–My Family	My Family				
2.2a	56	In, On and Under	In, On, or Under?	10	Easy	Application	Verbal-Linguistic
2.2a	56	In, On and Under	What Is It? Where Does It Belong?	20	Medium	Application	Bodily-Kinesthetic
2.2a	57	In, On and Under	Audio-Visual Quiz	15	Medium	Application	Visual-Spatial
2.2b	58	Family at Home	Who's Who?	10	Easy	Application	Visual-Spatial
2.2b	58	Family at Home	My Funny Valentine	20	Medium	Synthesis	Interpersonal
2.2b	59	Family at Home	Family Tree	15	Medium	Application	Visual-Spatial
2.2c	60	Location and Ownership	Vocabulary Drill	5	Easy	Comprehension	Visual-Spatial
2.2c	60	Location and Ownership	Whose Is It?	20	Easy	Application	Interpersonal
2.2c	61	Location and Ownership	The Mirror Game	20	Easy	Application	Bodily-Kinesthetic
2.2d	62	Review	In-Class Activity–Quirky Questions, Amazing...	30			
2.2d	63	Review	Out-of-Class Activity–Family Facts				
2.2e	64	Journal Activity–On The Air	On the Air				
2.3a	66	Where Are You From?	Around the World	10	Medium	Application	Visual-Spatial
2.3a	67	Where Are You From?	What Country Are You From?	25	Medium	Application	Bodily-Kinesthetic
2.3a	67	Where Are You From?	Where We Live and What We Do	10	Medium	Application	Verbal-Linguistic
2.3b	68	Greetings and Introductions	Greetings and Salutations	10	Easy	Knowledge	Interpersonal
2.3b	69	Greetings and Introductions	Getting to Know You	20	Medium	Application	Interpersonal
2.3b	69	Greetings and Introductions	Writing About New Friends	15	Medium	Application	Verbal-Linguistic
2.3c	70	Latin American Cultural Activity–Landmarks and ...	Landmarks and Geography	45	Medium	Application	Verbal-Linguistic
2.3d	71	International Cultural Activity–Flags and Clothing	Flags and Clothing	45	Medium	Application	Visual-Spatial
2.3e	72	Journal Activity–Where Am I From?	Where Am I From?				
2.4a	74	Clothing, Colors, and Physical Attributes	Are You Describing Me?	10	Easy	Application	Verbal-Linguistic
2.4a	75	Clothing, Colors, and Physical Attributes	Description Detectives	20	Medium	Application	Bodily-Kinesthetic
2.4a	75	Clothing, Colors, and Physical Attributes	Describing Others	15	Medium	Application	Visual-Spatial
2.4b	76	Physical States	Acting Up	10	Easy	Application	Bodily-Kinesthetic
2.4b	77	Physical States	How Are They Feeling?	20	Medium	Application	Visual-Spatial
2.4b	77	Physical States	Comic Conditions	15	Medium	Synthesis	Visual-Spatial
2.4c	78	Conversational Dialogue	Two Names, Same Person	10	Medium	Application	Visual-Spatial
2.4c	79	Conversational Dialogue	Family Scenarios	20	Medium	Synthesis	Verbal-Linguistic
2.4c	79	Conversational Dialogue	Spontaneous Chatter	15	Medium	Synthesis	Interpersonal
2.4d	80	Review	In-Class Activity–Interesting Interviews	30			
2.4d	81	Review	Out-of-Class Activity–Home Happenings				
2.4e	82	Journal Activity–Dressing for the Weather	Dressing for the Weather				
2.5a	84	Enrichment Activity–Visual Essay	Visual Essay				
2.5a	85	Focused Activity–Vocabulary Words Around the House	Vocabulary Words Around The House	25	Medium		
2.5b	86	Focused Activity–Reading Juanita's Journal	Reading Juanita's Journal	25	Medium		
2.5c	87	Focused Activity–Speaking Conversations	Speaking Conversations	25	Easy		
2.5d	88	Focused Activity–Living Grammar	Living Grammar	25	Medium		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
3.1a	96	Locations and Times of Day	Describing Daily-Life Activities	10	Easy	Application	Visual-Spatial
3.1a	97	Locations and Times of Day	Different Times of Day	25	Medium	Application	Bodily-Kinesthetic
3.1a	97	Locations and Times of Day	Writing Captions	10	Easy	Application	Verbal-Linguistic
3.1b	98	When, But, Before, and After	Finishing Sentences	10	Easy	Analysis	Verbal-Linguistic
3.1b	98	When, But, Before, and After	Creating Sentences	25	Medium	Analysis	Interpersonal
3.1b	99	When, But, Before, and After	Building Upon Sentences	10	Medium	Application	Verbal-Linguistic
3.1c	100	Time-of-Day Greetings	Adding Up	10	Easy	Comprehension	Logical-Mathematical
3.1c	100	Time-of-Day Greetings	Greetings and Salutations	25	Medium	Application	Interpersonal
3.1c	101	Time-of-Day Greetings	Listen and Write	10	Medium	Knowledge	Verbal-Linguistic
3.1d	102	Journal Activity--All in a Day's Play	All in a Day's Play				
3.2a	104	Calendar Terms	What Is Your Age?	10	Medium	Analysis	Logical-Mathematical
3.2a	104	Calendar Terms	Spinning Time	25	Medium	Application	Interpersonal
3.2a	105	Calendar Terms	Units of Time	10	Medium	Application	Verbal-Linguistic
3.2b	106	Polite Conversation	Acting Out Actions	10	Easy	Application	Bodily-Kinesthetic
3.2b	107	Polite Conversation	Imagining Someone's Life	25	Medium	Synthesis	Interpersonal
3.2b	107	Polite Conversation	Polite Exchanges--Thinking on Your Feet	10	Medium	Application	Verbal-Linguistic
3.2c	108	Senses and Seasons	Sensible Senses	10	Medium	Application	Bodily-Kinesthetic
3.2c	109	Senses and Seasons	Signs of the Seasons	25	Medium	Application	Visual-Spatial
3.2c	110	Senses and Seasons	Conversations	10	Medium	Application	Verbal-Linguistic
3.2d	112	Review	In-Class Activity--Inside and Outside	25			
3.2d	113	Review	Out-of-Class Activity--Community Interviews				
3.2e	114	Journal Activity--My Visit	My Visit				
3.3a	116	Speaking Languages	To Speak or Not to Speak	10	Medium	Application	Verbal-Linguistic
3.3a	116	Speaking Languages	Describing Languages	25	Medium	Analysis	Interpersonal
3.3a	117	Speaking Languages	Detailed Descriptions	10	Medium	Application	Verbal-Linguistic
3.3b	118	Numbers to 69	Count Off	5	Easy	Application	Logical-Mathematical
3.3b	119	Numbers to 69	B-I-N-G-O!	30	Easy	Application	Logical-Mathematical
3.3b	119	Numbers to 69	Luck of the Draw	10	Medium	Application	Verbal-Linguistic
3.3c	120	Teaching and Studying Languages	Speaking the Truth	10	Medium	Application	Verbal-Linguistic
3.3c	121	Teaching and Studying Languages	Teaching, Studying, and Speaking	25	Medium	Application	Interpersonal
3.3c	122	Teaching and Studying Languages	Three-Way Conversation--Student, Teacher...	10	Medium	Synthesis	Verbal-Linguistic
3.3d	123	International Cultural Activity--Country Report	Country Report	45	Medium	Synthesis	Verbal-Linguistic
3.3e	124	Journal Activity--My Class	My Class				
3.4a	126	Waking Up and Washing Up	Clean, Dirty, Wet, or Dry?	5	Easy	Application	Visual-Spatial
3.4a	126	Waking Up and Washing Up	What's the Reason?	25	Medium	Application	Interpersonal
3.4a	127	Waking Up and Washing Up	Changing Scenes	15	Medium	Application	Verbal-Linguistic
3.4b	128	Why and Because	Daily Routines	5	Medium	Application	Verbal-Linguistic
3.4b	128	Why and Because	Clean Commercials	30	Moderate	Synthesis	Interpersonal
3.4b	129	Why and Because	Household Happenings	10	Medium	Application	Visual-Spatial
3.4c	130	Grooming Habits	Where Do You Stand?	5	Medium	Application	Bodily-Kinesthetic
3.4c	131	Grooming Habits	Grime Fighters	30	Moderate	Synthesis	Visual-Spatial
3.4c	132	Grooming Habits	What Is the Question?	10	Medium	Application	Verbal-Linguistic
3.4d	134	Review	In-Class Activity--Creative Writing	25			
3.4d	135	Review	Out-of-Class Activity--Welcome to My House!				
3.4e	136	Journal Activity--My Morning Routine	My Morning Routine				
3.4f	137	Latin American Cultural Activity--A Day in the Life...	A Day in the Life of a Colombian Student	45	Medium	Synthesis	Interpersonal
3.5a	138	Focused Activity--Vocabulary Words on the Town	Vocabulary Words on the Town	25	Medium		
3.5b	139	Focused Activity--Speaking of Conversations	Speaking of Conversations	25	Easy		
3.5c	140	Focused Activity--Grammar Connections	Grammar Connections	25	Medium		
3.5d	141	Focused Activity--Listen Carefully	Listen Carefully	25	Medium		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
4.1a	148	Have and Need	Sentence Hangman	10	Medium	Analysis	Interpersonal
4.1a	149	Have and Need	Cause and Effect	25	Medium	Synthesis	Verbal-Linguistic
4.1a	149	Have and Need	Word Memory	10	Medium	Application	Verbal-Linguistic
4.1b	150	Buying, Selling, and Shopping	Shopping Questions	10	Medium	Application	Verbal-Linguistic
4.1b	151	Buying, Selling, and Shopping	Creative Commercials	25	Medium	Synthesis	Interpersonal
4.1b	151	Buying, Selling, and Shopping	Shopping Scenario	10	Medium	Synthesis	Verbal-Linguistic
4.1c	152	Using Landmarks to Provide Directions	Community Bingo	10	Medium	Application	Visual-Spatial
4.1c	153	Using Landmarks to Provide Directions	Landmark Map	25	Medium	Analysis	Interpersonal
4.1c	153	Using Landmarks to Provide Directions	Community Descriptions	10	Medium	Application	Verbal-Linguistic
4.1d	154	Journal Activity–Wants and Needs	Wants and Needs				
4.2a	156	Leisure and Preferred Activities	Like It or Not?	10	Medium	Application	Bodily-Kinesthetic
4.2a	157	Leisure and Preferred Activities	Reporting Preferences	25	Medium	Application	Interpersonal
4.2a	157	Leisure and Preferred Activities	Activities and Preferences	10	Medium	Application	Visual-Spatial
4.2b	158	Quantity Comparisons, Differentiation	More or Less?	10	Medium	Application	Verbal-Linguistic
4.2b	158	Quantity Comparisons, Differentiation	Student Detectives	20	Medium	Synthesis	Interpersonal
4.2b	159	Quantity Comparisons, Differentiation	The Family Chain	15	Medium	Analysis	Verbal-Linguistic
4.2c	160	Currency and Cost	Cost, Currency, and Comparisons	10	Medium	Application	Verbal-Linguistic
4.2c	161	Currency and Cost	What Is The Cost?	25	Medium	Application	Logical-Mathematical
4.2c	162	Currency and Cost	Preferences and Cost	10	Medium	Synthesis	Interpersonal
4.2d	164	Review	In-Class Activity–What Would I Buy?	25			
4.2d	165	Review	Out-of-Class Activity–Healthy Meals				
4.2e	166	Journal Activity–Leisure Time	Leisure Time				
4.3a	168	Materials and Merchandise	What Is It Made Of?	10	Medium	Application	Verbal-Linguistic
4.3a	168	Materials and Merchandise	Plastic, Paper, Metal	20	Medium	Application	Bodily-Kinesthetic
4.3a	169	Materials and Merchandise	Pesos Dialogues	15	Medium	Synthesis	Verbal-Linguistic
4.3b	170	Weight and Speed	State of the States	10	Medium	Application	Visual-Spatial
4.3b	170	Weight and Speed	City Scenes	25	Medium	Analysis	Naturalist
4.3b	171	Weight and Speed	Comparisons	10	Medium	Application	Verbal-Linguistic
4.3c	172	Young and Old	Family Members	10	Medium	Application	Visual-Spatial
4.3c	173	Young and Old	Who Am I?	25	Medium	Analysis	Interpersonal
4.3c	173	Young and Old	Comparative Ages	10	Medium	Application	Verbal-Linguistic
4.3d	174	Journal Activity–Super Superlatives	Super Superlatives				
4.3e	175	International Cultural Activity–Architecture...	Architecture Through the Ages	45	Medium	Application	Verbal-Linguistic
4.3f	176	Latin American Cultural Activity–Vacation Exchange	Vacation Exchange	45	Medium	Application	Verbal-Linguistic
4.4a	178	Comparing and Contrasting	Classroom Comparisons	10	Medium	Analysis	Naturalist
4.4a	178	Comparing and Contrasting	Same or Different?	25	Moderate	Analysis	Visual-Spatial
4.4a	179	Comparing and Contrasting	Common Ground	10	Medium	Application	Verbal-Linguistic
4.4b	180	Size	All, Some, or None?	10	Medium	Application	Bodily-Kinesthetic
4.4b	180	Size	Does It Fit?	25	Medium	Application	Verbal-Linguistic
4.4b	181	Size	Conversational Preferences	10	Medium	Application	Interpersonal
4.4c	182	Preference	Open or Closed?	10	Medium	Application	Visual-Spatial
4.4c	182	Preference	Asking and Receiving	25	Medium	Analysis	Interpersonal
4.4c	183	Preference	Preferred Choices	10	Medium	Application	Verbal-Linguistic
4.4d	184	Review	In-Class Activity–Stores in the Community	25			
4.4d	185	Review	Out-of-Class Activity–Shopping Preferences				
4.4e	186	Journal Activity–More or Less	Something Old, Something New				
4.4e	186	Journal Activity–More or Less	More or Less				
4.4f	188	International Cultural Activity–Comparing Countries	Comparing Countries	45	Moderate	Analysis	Naturalist
4.5a	190	Enrichment Activity–Monologue	Monologue				
4.5b	191	Focused Activity–Vocabulary Shopping Spree	Vocabulary Shopping Spree	25	Medium		
4.5c	192	Focused Activity–Speaking of Shopping	Speaking of Shopping	25	Medium		
4.5d	194	Focused Activity–Reading To-Do Lists	Reading To-Do Lists	25	Medium		
4.5e	196	Level 1 Review: Class Newsletter–Part 1	Class Newsletter–Part 1	45			
4.5f	197	Level 1 Review: Class Newsletter–Part 2	Class Newsletter–Part 2	45			

Word Lists

Spanish (Latin America) – Level 1



Education



Unit 1 Word Lists

Unit 1 Lesson 1

adiós
beber
cocinar
comer
correr
el/los
él/ella
ello/ellas
escribir
hola
el/los hombre/-es
la/las
leer
la/las mujer/-es
nadar
la/las niña/-as
el/los niño/-os
un/una

Unit 1 Lesson 2

el adulto/la adulta
el agua
el arroz
la bicicleta
el bolígrafo
el caballo
el café
caminar
el carro
dormir (ue)
es (ser)
esto
el gato
el huevo
la leche
el libro
manejar
la manzana
no
el pan
el periódico
el perro
el pez/los peces
qué
el sándwich
sí
tener (ie)
y

Unit 1 Lesson 3

el alumno/la alumna
amarillo
azul
blanco
el cielo
el doctor/la doctora
dormir (u)
está (estar)
estoy (estar)
la flor
grande
hacer
leyendo (leer)
la luna
el maestro/
la maestra
el médico/la médica
negro
nosotros
el pasto
la pelota
pequeño
el policía/la policía
rojo
el sol
somos (ser)
son (ser)
soy (ser)
tengo (tener)
usted
verde
yo

Unit 1 Lesson 4

el abrigo
el árbol
la cama
la camisa
la camiseta
el celular
comprar
cuántos
están (estar)
estar
la falda
hay (haber)
la llave
llevar
la mesa
los pantalones
el plato
quién
la silla
el sombrero
la taza
el tazón
el teléfono
uno - seis
ustedes
el vestido
los zapatos

Unit 2 Word Lists

Unit 2 Lesson 1

el amigo/
la amiga
el bebé/la bebé
cero
diez
eres (ser)
el esposo/
la esposa
esta
estás (estar)
este
estos
la familia
el hermano/
la hermana
el hijo/la hija
los hijos
jugar (ue)
la madre
mi
el muchacho/
la muchacha
nuestro
el padre
los padres
tener...años
siete - doce
su
tú

Unit 2 Lesson 2

a
abrazar (se)
el abuelo/
la abuela
el apartamento
el baño
besar (se)
la casa
la cocina
el comedor
la computadora
de
debajo
del
dónde
el dormitorio
en
escuchar
el fregadero
el inodoro
la laptop
mirar
la música
nos
parado
perdón
la puerta
querer (ie)
el radio/la radio
la sala de estar
se
sentado

la silla
sobre
la televisión
el televisor
tu
la ventana

Unit 2 Lesson 3

Beijing
Brasil
la calle
cerca
China
la ciudad
Colombia
cómo
¿Cómo se
llama?
Egipto
encantado de
conocer (lo)
los Estados
Unidos
Francia
Italia
Japón
lejos
llamarse
me
Moscú
Nueva York

el país
París
el parque
el puente
Roma
Rusia
te
vivir

Unit 2 Lesson 4

alto
bajo
bien
buenas tardes
los calcetines
canoso
cansado
el cinturón
el color
la corbata
enfermo
gracias
gris
los jeans
la mamá
marrón
morado
muy
naranja
el papá
pelirrojo

el pelo
rosado
rubio
el señor/
la señora
el suéter
tener calor
tener frío
tener hambre
tener sed
el traje

Unit 3 Word Lists

Unit 3 Lesson 1

adentro
afuera
almorzar
antes
buenas noches
buenos días
cenar
el cinturón
con
la corbata
cuándo
desayunar
después
la escuela
el hospital
lo
la mañana
el mediodía
la noche
pero
por
el restaurante
la tarde
trabajar
trece - veinte
venir (ie)

Unit 3 Lesson 2

aquí
el año
bienvenido
el dedo
el dedo del pie
el día
el domingo
feo
el hotel
hoy
huele (oler)
huelen (oler)
el huésped
el invierno
el invitado
el juego
el jueves
el lunes
mal
la mano
el martes
el mes
el miércoles
el otoño
el pie
la primavera

probar (ue)
rico
el sábado
la semana
el verano
el viernes
visitar

Unit 3 Lesson 3

el animal
árabe
Australia
chino
cincuenta
cuarenta
enseñar
español
estudiar
hablar
inglés
la persona
sesenta
treinta
veintiuno –
veinticinco

Unit 3 Lesson 4

al
la almohada
la cara
cepillarse
el cepillo
el cepillo de
dientes
el dentífrico
despertar (se) (ie)
los dientes
la frazada
el jabón
lavar (se)
limpio
mojado
pintado
por qué
porque
la sábana
seco
sucio
la toalla
voy (ir)

Unit 4 Word Lists

Unit 4 Lesson 1

los anteojos	la tienda
los anteojos de sol	la torta
antiguo	vender
la carne	las verduras
el chocolate	viejo
el dinero	
disculpe	
la entrada	
la escalera	
la farmacia	
la ferretería	
la fruta	
la joya	
la joyería	
el juguete	
la librería	
el medicamento	
necesitar	
nuevo	
la panadería	
el paraguas	
querer (ie)	
la ropa	
roto	
el supermercado	

Unit 4 Lesson 2

cien
el cine
el concierto
cuál
cuánto
costar (ue)
el dólar
doscientos
el euro
el fútbol
el golf
gustar
el jugo
le
la libra
más que/
 menos que
la naranja
la obra de teatro
para
la película
el peso
que
quinientos
el té
el tenis
la zanahoria

Unit 4 Lesson 3

algo
alguno
aún
barato
la cámara
caro
el cheque
el efectivo
joven
lento
liviano
la madera
mayor
el metal
la moneda
pagar
el papel
pesado
el plástico
rápido
la tarjeta de
 crédito
va (ir)
el vaso

Unit 4 Lesson 4

abierto
la cantidad
cerrado
cumplir
el cumpleaños
de nada
demasiado
diferente
igual
la juguetería
mismo
ninguno
poco
quedar
el tamaño
todos

Handwriting practice lines consisting of 25 horizontal grey lines.



Samples & Handouts




Spanish (Latin America) – Level 1



Education



Unit 1, Lesson 4, Appendix A

	EN LA ESCUELA 	EN CASA 	EN LA CIUDAD 
1. Hay dos policías.			
2. Un hombre maneja un carro verde.			
3. El niño está bebiendo leche.			
4. El gato no está durmiendo.			
5. Los niños están corriendo.			
6. Ellos están comiendo sándwiches.			
7. El hombre está leyendo el periódico.			
8. Las niñas están leyendo libros.			
9. Él está comiendo una manzana verde.			
10. Ellos tienen una pelota azul.			
11. El policía está en un carro blanco.			
12. El sol amarillo está en el cielo azul.			
13. Los alumnos tienen libros grandes.			
14. El médico lleva un abrigo blanco.			
15. El maestro tiene un bolígrafo verde.			
16. Yo llevo pantalones azules.			
17. Hay cuatro sillas en la mesa.			
18. Dos niños llevan camisetas rojas.			

Unit 1, Lesson 5, Appendix B

Version 1 Script:

Speaker A: Hola. Yo soy médico. ¿Qué hace 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. ¿Qué está haciendo?

Speaker B: Estoy comprando un sombrero verde y dos camisetas.

Speaker A: ¿Qué están haciendo los hombres?

Speaker B: Ellos están corriendo. ¿Qué está haciendo el gato?

Speaker A: El gato está corriendo. ¿Qué tiene la niña?

Speaker B: Ella tiene flores.

Speaker A: Adiós.

Speaker B: Adiós.

Unit 1, Lesson 5, Appendix C

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 _____ tiene usted?

Speaker A: Tengo _____. ¿Qué está haciendo?

Speaker B: Estoy _____ un _____ y _____.

Speaker A: ¿Qué están haciendo _____?


Speaker B: Ellos están _____. ¿Qué está haciendo el _____?

Speaker A: El _____ está _____. ¿Qué tiene la _____?

Speaker B: Ella tiene _____.

Speaker A: Adiós.

Speaker B: Adiós.

Unit 1, Lesson 5, Appendix E

Copy and cut along the lines.

Subject noun (los niños)	Verb (tienen)	Adjective (amarillas)	Object noun (bicicletas)
el niño	está cocinando	blanco	
los padres	y	seis	
el policía	está manejando	negro	
la madre	está comiendo	roja	
ellos	tienen	tres	
los niños	están jugando		
la niña	lleva	azul	
	hay	amarillos	
los adultos	están manejando	verde	
las hijas	no están durmiendo		
él	está comprando	dos	
ella	está comiendo	cinco	
el maestro	tiene	cuatro	
el hombre	está leyendo	un negro	
	hay	blanco	
	es	una doctora	
la mujer	tiene	cuatro	
el niño	tienen	amarillas	
los niños	llevan	blancos	
los médicos			

Unit 1, Lesson 5, Appendix E (continued)

Subject noun (los niños)	Verb (tienen)	Adjective (amarillas)	Object noun (bicicletas)
arroz	y	huevos	
están comprando	dos	camisetas	
carro			
manzana	y	amarillo	huevo
libros	y	azul	bolígrafo
zapatos	y	rojos	pantalones
platos	en la mesa		
y	azul	carros	
rojas	flores		
llaves			
y	blanco	periódico	
teléfono			
y	una madre		
pez	y	un gato	
bicicletas			
abrigos			

Unit 1, Lesson 5, Appendix F

Version 2:

Hay seis niños. Ellos **es/son** alumnos. ¿Qué están haciendo ellos? Un niño **está/están** comiendo un sándwich y una manzana. Dos niñas **está/están** corriendo y jugando con una pelota verde y una pelota amarilla. Tres niños no están corriendo. Están sentados en el pasto cerca de un árbol. Dos niños **está/están** leyendo periódicos y un niño **tiene/tienen** un libro. Él está sentado cerca de un gato amarillo pequeño. El gato **está/están** durmiendo.

No somos niños, somos adultos. Nosotros **estoy/estamos** sentados en la mesa y estamos tomando café. Yo estoy comiendo un huevo. Tú eres **un/una** médico. Tú llevas un abrigo blanco. Ellos son policías. Ellos **tiene/tienen** carros negros grandes. Un policía tiene una bicicleta y él **está/están** hablando con los niños.

Unit 2, Lesson 2, Appendix A

1. ¿Qué estás haciendo?
2. ¿Quién está jugando?
3. ¿Quién está comiendo?
4. ¿Quién está durmiendo?
5. ¿Quién está tomando?
6. ¿Qué estás comiendo?
7. ¿Estás durmiendo?
8. ¿Dónde están mis llaves?
9. ¿Dónde están mis libros?
10. ¿Dónde está mi abrigo?
11. ¿Dónde está mi taza?
12. ¿Dónde está mi periódico?
13. ¿Ella es tu hermana?
14. ¿Él es tu hermano?
15. ¿Este es tu libro?
16. ¿Esta es tu pelota?
17. ¿Este es tu sombrero?
18. ¿Cuántos años tienes?
19. ¿Cuántos años tiene ella?
20. ¿Cuántos años tiene él?

Include some of these words in your answers:

mirando/escuchando
parado/sentado (parada/sentada)
se abrazan/se besan
en/sobre/debajo de
silla/mesa
casa/apartamento
puerta/ventana
televisor (televisión)/radio
computadora/laptop
hermana/hermano/amigo/amiga
hijo/hija/bebé
abuela/abuelo
baño/sala de estar/dormitorio/cocina

Unit 2, Lesson 2, Appendix B

1. ¿Quién está sentado en la cocina?

2. ¿Quién está parado en el comedor?

3. ¿Quién está caminando en la sala de estar?

4. ¿Quién está durmiendo en el dormitorio?

5. ¿Quién está mirando televisión?

6. ¿Qué está debajo de la mesa?

7. ¿Qué está debajo de la cama?

8. ¿Qué está en el fregadero?

9. ¿Quién está en la casa/el apartamento?

10. ¿Quién está en el carro?

Unit 2, Lesson 4, Appendix C

Part A: Me llamo _____ y soy alumno/a. Soy de _____ y vivo en _____. Ésta 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:

Me llamo Francisco y soy alumno. Soy de Brasil y vivo en los Estados Unidos. Ésta es mi hermana. Se llama Isadora y ella es de Brasil. Ella tiene pelo marrón y es alta. Ella tiene frío y sed. Ella lleva un suéter naranja y jeans azules y bebe café en la sala de estar.

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.

Unit 2, Lesson 5, Appendix D

Journal Entry:

Hola. Me llamo Juanita Ramírez. Soy de Colombia y hablo español. Estoy sentada sobre mi cama y escribo en mi laptop. Mi familia vive en una casa amarilla pequeña cerca de un parque grande. Nuestra casa está en Bogotá, una ciudad grande en Colombia. Mi madre está en la cocina. Se llama Isabel y ella es alta. Ella es policia. Ella es pelirroja y lleva un suéter verde. Mi madre y mi hermano están cocinando. Ellos tienen seis huevos en un tazón azul grande. Mi hermano tiene hambre. Mi padre es médico. Él está sentado en una silla en la sala de estar. Él tiene frío. Él está bebiendo café y está leyendo el periódico. Mi hermana y yo estamos en nuestro dormitorio rosado. Ella está leyendo un libro sobre su cama y escuchando radio. Sus dos gatos, uno gris y uno negro, están jugando sobre mi cama. Ellos tienen una pelota naranja pequeña y un calcetín morado. ¡Quiero a mi familia!

Unit 3, Lesson 2, Appendix A

Copy and cut along the lines.

Nosotros estamos jugando un juego.
Yo estoy almorzando con mi amigo.
Yo estoy visitando a mi abuela en el hospital.
Un invitado está visitando mi casa.
Mi hermano (o hermana) viene a casa el jueves.
Mi amigo y yo estamos en un café tomando café.
Mi hermana (o hermano) está trabajando en un hotel.
Nosotros estamos comiendo en un restaurante. El pan está feo.
Mi amigo está comprando una camisa azul.
Las flores huelen bien.


Unit 3, Lesson 2, Appendix B

Copy and cut along the lines.

huelen flores en la primavera	juegas afuera en el verano
pruebas manzanas en el otoño	estás adentro de la casa en el invierno
caminando en el parque en la primavera	comiendo sándwiches en el verano
leyendo libros en el otoño	bebiendo café en el invierno
escuchando a los pájaros en la primavera	no llevando calcetines en el verano
comprando un sombrero en el otoño	llevando un abrigo en el invierno
escribiéndole a un amigo en la primavera	jugando con una pelota en el verano
visitando la escuela en el otoño	no comiendo afuera en el invierno

Unit 3, Lesson 2, Appendix C

1. sentado en la cocina
2. jugando un juego
3. cenando
4. jugando en el parque
5. escuchando la radio
6. corriendo en el parque
7. escribiendo en la sala de estar
8. bebiendo café
9. trabajando en un hospital
10. trabajando en un parque

		 GRATIS		

Unit 3, Lesson 5, Appendix E

Hoy es sábado por la tarde. Yo estoy caminando a un restaurante con mi amiga Gabriela. Nosotros estamos sentados afuera porque no hace frío. Un hombre trabaja en el restaurante. Él se llama Martín. Martín trabaja en este restaurante por la mañana. Él es de Francia y habla inglés y francés. Gabriela habla francés, pero yo no. Gabriela quiere cenar carne y arroz, y yo quiero un sándwich. ¡Está rico! Después de cenar nosotros caminamos a un parque que está cerca. Yo llevo un suéter porque tengo frío. Hay muchos niños en el parque. Dos niños están jugando con una pelota, y una niña está leyendo un libro. Estoy cansado. La luna está en el cielo. ¡Buenas noches, Gabriela!

Unit 3, Lesson 5, Appendix F

Script:

José: Buenas tardes. Me llamo José González. ¿Cómo se llama usted?

Lena: Me llamo Lena Petrova. 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.

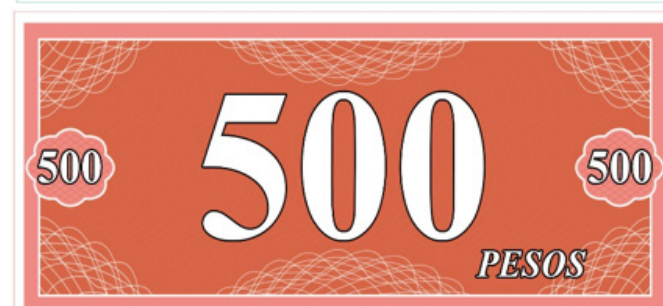
				

Unit 4, Lesson 3, Appendix B

INEXPENSIVE		EXPENSIVE	
goma de mascar 	Mex\$4 (pesos mexicanos)	visitar el dentista 	Mex\$3061 (pesos mexicanos)
lápiz 	Mex\$8 (pesos mexicanos)	bolígrafo 	Mex\$1207 (pesos mexicanos)
chancas 	COL\$24057 (pesos colombianos)	zapatos deportivos 	COL\$526252 (pesos colombianos)
boleto de autobús 	Bs616 (bolivares venezolanos)	boleto de avión 	Bs5551 (bolivares venezolanos)
canoa 	Ars\$1983 (pesos argentinos)	yate 	Ars\$26593653 (pesos argentinos)
carro eléctrico 	CLP\$8378072 (pesos chilenos)	limosina 	CLP\$452415900 (pesos chilenos)
casa 	S/474044 (nuevos soles peruanos)	mansión 	S/29423476 (nuevos soles peruanos)
hamburguesa con queso 	₡1380 (colones costarricenses)	cena grande 	₡93630 (colones costarricenses)
gabardina 	₡19261 (colones costarricenses)	abrigo 	₡265375 (colones costarricenses)

Unit 4, Lesson 3, Appendix C

Copy and cut out.



Unit 4, Lesson 3, Appendix C (continued)

Copy and cut out.

0000

Fecha _____

Páguese este cheque
a la orden de _____

MONEDA NACIONAL

0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 1 2 3 4

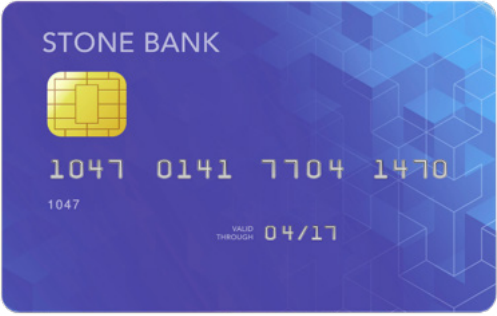
0000

Date _____

Pay to the
order of _____

DOLLARS

0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 1 2 3 4



Unit 4, Lesson 4, Appendix D

Copy and cut along the lines.

Algunas de las niñas están sentadas, y todos los niños están parados.
Ninguno de los alumnos está corriendo, pero todos los alumnos están caminando.
Todos los niños están comiendo manzanas, y algunas de las niñas están bebiendo leche.
Ninguno de los niños o niñas está sentado.
Algunos de los alumnos están durmiendo, pero algunos están leyendo.
Todas las niñas están jugando con un gato, pero ninguno de los niños está jugando con un gato.
Todos los niños se lavan su cara, y algunas de las niñas se cepillan los dientes.
Todos los niños están mirando una película, y todas las niñas están comprando ropa.
Ninguna de las niñas está parada cerca de las sillas, y todos los niños están sentados en sillas.
Algunos de los niños tienen libros más pequeños que algunas de las niñas.

Todas las niñas pagan con monedas, pero todos los niños pagan con un cheque.
Algunas de las niñas están nadando más rápido que todos los niños.
Todos los niños y niñas están jugando al tenis.
Algunas de las niñas están jugando al golf, pero ninguno de los niños está jugando al golf.
Algunos de los niños están comiendo zanahorias, y algunas de las niñas están bebiendo jugo.
Ninguno de los niños o niñas está parado.
Todas las niñas y todos los niños están hablando español.
Ninguna de las niñas lleva anteojos, pero todas las niñas llevan sombreros.
Todos los niños están jugando al fútbol, y todas las niñas están jugando al tenis.
Algunas de las niñas tienen platos y algunos de los niños tienen vasos.

Unit 4, Lesson 5, Appendix E

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 1: Sí. Necesito la llave. Gracias.
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.

Unit 4, Lesson 5, Appendix F

Version 2

Scene: Two friends on a shopping trip

Friend 1: Hola, papá. Estamos de compras.

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 no?

Friend 1: Porque _____.

Unit 4, Lesson 5, Appendix G

My To-Do List: Version 1

Hoy es sábado. Yo estoy...

...visitando a mi abuela por la mañana.

...de compras en el supermercado.

...comprando pan, carne, frutas, y vegetales.

...pagando con un cheque.

...cocinando el almuerzo.

...jugando fútbol en el día.

...de compras en la ferretería.

...comprando una escalera nueva.

...pagando con una tarjeta de crédito.

...mirando una película por la tarde.

Unit 4, Lesson 5, Appendix H

My To-Do List: Version 2

Hoy es sábado. Yo estoy...

...visitando a mi _____ esta mañana.

...de compras en el supermercado.

...comprando _____, _____, _____, y _____.

...pagando con (un) _____.

...cocinando el almuerzo.

...jugando _____ en el día.

...de compras en la _____.

...comprando un(a) _____.

...pagando con un(a) _____.

...mirando (a) _____ por la tarde.



Education

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

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