

Rosetta Stone
Version 3 Level 1
Daily Lesson Plans

SAMPLE

Developed by
My Father's World[®]

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Rosetta Stone, Version 3 Level I

My Father's World Lesson Plans

The primary purpose of these lesson plans is to provide a clear progression through the activities of the FULL YEAR course for high school credit. Program activities require approximately 45 minutes a day. Real Life Activities are about 60 minutes each. Actual computer activity time will be tracked for you in the **Home School Dashboard Progress Report**. These plans can be adapted for a 7th or 8th grader who is not taking the course for high school credit.

For a 9th-12th grader (and a 7th-8th grader ready for high school credit):

Complete the lesson plans as written.

For a 7th-8th grader (not ready for high school credit):

Complete the lesson plans as written, but the Audio Companion and Real Life Activities are optional. When the student is older, he can repeat Level 1 for high school credit using these same lesson plans with all the components added back in.

Rosetta Stone, Version 3 requires students to be placed in a course (track) at the moment the student account is created. We recommend that students 7th grade and up use the FULL YEAR course (track) selection. The differences between some of the courses (tracks) are shown on the chart on the following page. This chart can also be helpful when using *Rosetta Stone* with students below 7th grade.

Real Life Activities

We strongly recommend adding other informal language-learning experiences at least once a week. Therefore, we assign an hour involving real life exploration or application of your chosen language each Thursday. Not all activities are practical for all languages. If you find an activity interesting, but cannot locate the resources for your language, you can do similar activities for a different language or pick another activity from the appendix. Activities can be repeated as needed or desired for further learning, practice, and fun!

Using Audio Companion CDs

Year 1 has four Audio Companion CDs, one for each unit. The Audio Companion CD is a very helpful extension for practicing previous lessons. It is primarily a repetition of the scripts that the student has seen, heard, read, spoken, and typed in *Rosetta Stone*. The advantage of this type of practice is that there are no visual clues. It is similar to talking or listening on a phone, listening to the radio, etc.

We assign Audio Companion exercises two times per week. You will listen to Audio Companion tracks first as a practice and then with an activity to strengthen your recall of the language.

First time listening to tracks: Repeat the word as it is spoken and try to visualize a picture of the word, phrase or action in your mind. If you cannot come up with a picture for the word, write down the way that it sounds. When doing later lessons, watch for that word. You can also review previous lessons to find it. Continue through each of the assigned tracks. Each one lasts about 1-4 minutes.

Second time listening to same tracks: Look at the daily lesson plans for instructions for an activity.

Extra Practice: To help you learn the language even more quickly, add more listening times using your CD or recorded MP3 tracks in the car, while exercising, doing a service project, etc.

How to Listen to Audio Companion Tracks (3 options)

1. Place the CD in your computer twice a week and play the assigned tracks.
2. Or copy the entire CD to a folder on your computer. The tracks on the CD do not have the Unit numbers as part of the title, so create separate folders for each CD if you plan to copy more than one CD.

3. Or copy the tracks to an MP3 player. Remember the unit numbers will not appear. Change the titles to include the unit numbers. If you are unsure how to do this, consult the help functions of your particular MP3 program.

Setting Speaking Difficulty

Consult the guide that came with your language software about how to adjust the sensitivity of the voice recognition component. You will probably want to leave it where it is at first and consider making it more sensitive as your student progresses in ability to hear and pronounce correctly. You can always lower it again if it becomes too difficult.

Materials Needed

- Spiral bound notebook or 3-ring binder for Audio Companion Activities and Real Life Activities
- Audio CD: Audio Companion – This is a group of recordings for listening practice that can be played from the CD or copied to a computer file or your MP3 player.

Worksheets, Quizzes, and Tests

My Father's World has chosen not to use the worksheets, quizzes, and tests for the following reasons:

1. The worksheets, quizzes, and tests as currently developed present more of an obstacle to completing the program than a help. We do not see that they use the same learning style, represented by clear, in context, clues presented with feedback that the computer program does. The feedback we have received is that they are confusing and frustrating, and appear to be presented too early in the language acquisition process.
2. There are currently only a few languages which have Worksheets, Quizzes, and Tests provided. Many students are taking languages other than these few.
3. We are confident of the foundation that the *Rosetta Stone* computer language program is building for lifelong language learning. We want our students to experience a love for the language and a thirst for learning more.

Grading

The largest portion of your student's grade should come from viewing scores on the **Home School Dashboard Progress Report** screen. These are stored automatically. To access them, click on the **Launch Rosetta Stone Home School** button on the bottom of your logon screen.

My Father's World Course Recommendations for *Rosetta Stone Version 3* with Grade and Ability Considerations

Recommended Course to Select	Rationale	Special Considerations				
<p>2nd - 3rd grade</p> <p>Speaking and Listening Course</p>	<p>Allows students to interact without needing to type or read. All prompts are through audio, with text appearing. If students need to hear something again, they can click the audio link button and it will repeat.</p>	<p>The grammar lessons may cause difficulty, but can be easily passed over by the parent by selecting the next activity. These require the student to read and select from several pop-up items on a list with a corresponding picture. The grammar lessons are the only activities in this course that do not include a spoken prompt.</p>				
<p>4th - 6th grade</p> <p>Extended with Reading Intro Course</p>	<p>This course provides further reading instruction and the opportunity to practice differentiation of words and word segments through selection of pre-typed words and segments. Students do not have to spell directly nor type.</p>	<p>The student can do the writing activities in the program (or not) based on their ability. Parents can simply bypass this, or show the student how to do so. Parents will see the zero (or not begun) score later for that activity, but it will not affect the performance of the program.</p> <p>It is not essential for students to spell proficiently in the foreign language at this stage of learning. The writing activity presents the unnecessary (for this age) difficulty of hearing, spelling correctly, and managing the keyboard all at the same time. This can be included or excluded from the course depending on your child's motor skill development.</p>				
<p>7th - 8th grade</p> <p>Full Year Course</p> <p>with or without for-credit options (see Special Considerations)</p>	<p>A. If starting <i>Rosetta Stone</i> for 1st time in 7th grade, there are 2 options:</p> <table border="1" data-bbox="813 1161 1047 1717"> <tr> <td data-bbox="813 1440 971 1717">1. Level 1 in 7th and Level 2 in 8th Then Level 1 again in 9th for high school credit</td> <td data-bbox="813 1161 971 1440">2. Level 1 in 7th Then Level 1 again in 8th for high school credit</td> </tr> </table> <p>B. If starting for 1st time in 8th grade; there are 2 options:</p> <table border="1" data-bbox="1047 1161 1235 1717"> <tr> <td data-bbox="1047 1440 1235 1717">1. Level 1 in 8th without for-credit option Then Level 1 again in 9th for high school credit</td> <td data-bbox="1047 1161 1235 1440">2. Level 1 in 8th for high school credit</td> </tr> </table>	1. Level 1 in 7 th and Level 2 in 8 th Then Level 1 again in 9 th for high school credit	2. Level 1 in 7 th Then Level 1 again in 8 th for high school credit	1. Level 1 in 8 th without for-credit option Then Level 1 again in 9 th for high school credit	2. Level 1 in 8 th for high school credit	<p>Students tend to handle the typing components much better at this age.</p> <p>The difference between taking the course as simply a skill development and for high school credit lies in the addition of the following:</p> <ol style="list-style-type: none"> 1. Weekly cultural activities designed by MFW for deeper authentic engagement with the language your student is learning. 2. Weekly Audio Companion scheduled by MFW with additional activities. 3. An end-of-year written report about the language the student is studying. <p>My Father's World recommends using MFW Lesson Plans for pacing and cultural activities when taking for high school credit.</p>
1. Level 1 in 7 th and Level 2 in 8 th Then Level 1 again in 9 th for high school credit	2. Level 1 in 7 th Then Level 1 again in 8 th for high school credit					
1. Level 1 in 8 th without for-credit option Then Level 1 again in 9 th for high school credit	2. Level 1 in 8 th for high school credit					
<p>High School</p> <p>Full Year Course with for-credit options</p>	<p>This is the fullest, most complete version with written work, testing, and cultural activities included.</p>	<p>The parent's emphasis here will be much more on record keeping and observation.</p> <p>My Father's World recommends using MFW Lesson Plans for pacing and cultural activities when taking for high school credit.</p>				

Unit 1

Each activity in a day corresponds to a check box on the *Rosetta Stone* program screen except for Audio Companion and Real Life activities.

Use the blanks _____ next to the days below to record the date the student accomplished the tasks.

Week 1

_____ Day 1

Lesson 1 Core Lesson

_____ Day 2

Lesson 1 Pronunciation

Lesson 1 Vocabulary

Lesson 1 Grammar

Lesson 1 Reading

Audio Companion **Disk 1** –

(See “Using Audio Companion CDs” in the Introduction)

Track 2 Lesson 1 Pronunciation

Track 3 Lesson 1 Vocabulary

Your goal today for the CD is to listen to these two tracks. Track 1 is simply an introduction. When you hear the person speak, Repeat and Imagine in your mind what they are saying. Pause or back up in the track if you did not understand what was said. If the meaning is unclear to you, click back in the lessons you have already completed on the computer to see what the word meant. Friday you will do more with the words.

_____ Day 3

Lesson 1 Writing

Lesson 1 Listening

_____ Day 4

Real Life Activity

Each week you will be assigned a choice between two suggested activities or one you choose from the appendix. Some of the activities require preparation ahead of time, such as finding resources or people before you can interact with them. Others may entail planning a special trip or take longer than the hour assigned for that day. To prepare yourself (and any persons involved) and to avoid being surprised by yet another week’s assignment, your goal this week is simply to read Real Life Activities in the appendix with these questions in mind.

Which activities appeal to me the most?

The more you enjoy them, the more likely you are to seek them out and benefit from them.

Which activities could I repeat often without getting bored?

I know you’re all thinking EAT OUT INTERNATIONALLY!

Which one(s) might require extra money? Planning ahead might allow for money to be budgeted or for you to earn money for the activity.

What kind of preparation would this activity require? Some of the activities require more preparation at the beginning, but will pay you back with relationships and information sources that you can use throughout the year and beyond.

_____ Day 5

Audio Companion **Disk 1**

Track 2 Lesson 1 Pronunciation

Track 3 Lesson 1 Vocabulary

For all assigned tracks (except the separate parts of pronunciation words) Listen, Repeat and Imagine again and...

Act Out practice - This time, use your body to act out what is being said. This can be as simple as your hands outlining the shape of something like an orange or the hair of a woman. You could Act Out the action of riding a horse or driving a car. You can toss an imaginary ball from hand to hand. You could repeat an action to show plurality, such as, some children instead of a child. Feel free to make noises, if you like. The more involved your body is in the acting out, the more you will really know the word or phrase and the more it will be available to your mind when you use it in real life.

Week 2

_____ Day 6

Plan to visit the library this week, switch days if needed.

Lesson 1 Listening and Reading

Lesson 1 Speaking

Lesson 1 Review

_____ Day 7

Lesson 2 Core Lesson

Lesson 2 Pronunciation

Lesson 1 Pronunciation

Audio Companion **Disk 1**

Track 3 Lesson 1 Vocabulary

Track 4 Lesson 1 Phrases

Your goal today for the CD is to Listen to these two tracks. When you hear the person speak, Repeat and Imagine in your mind what they are saying. If the meaning is unclear to you, click back in the lessons you have already completed on the computer to see what the word meant. Friday you will do more with the words.

_____ Day 8

Real Life Activity – **Library Visit** or other activity you select

This week you will be preparing lists of books and other language resources from your public library. Visit your library and make a list of the following: cookbooks for authentic dishes of people who speak your new language, simple children's books in the language, and audio or e-books available in the language. The goal this week is to make lists of materials for later use. (See Real Life Activities A, B, and C in the appendix for further library tips). **Check out at least one cookbook, or write down at least two recipes for later use.**

_____ Day 9

Lesson 2 Vocabulary

Lesson 1 Vocabulary

Lesson 2 Grammar

_____ Day 10

Audio Companion **Disk 1**

Track 3 Lesson 1 Vocabulary

Track 4 Lesson 1 Phrases

Drawing Exercise - For all assigned tracks: Listen, Repeat and Imagine again and... DRAW! This exercise is another way to get your body involved and your brain working with the language through telling your hand what to do. THE GOAL IS NOT ART! Do not try to create high detail work unless you have

lots of time and a desire to do so. Draw stick figures. It is fine if they look a little strange or funny. If you draw an elephant, do so fairly quickly and repeat the word a few times. Then enjoy the fact that you knew the vocabulary and move ahead.

PARENT CHECKS PROGRESS – Have student redo any sections in which they scored lower than the percentage that you selected at the beginning. Sign below to keep a record of successful completion:

X _____

Week 3

_____ Day 11

Lesson 1 Grammar
Lesson 2 Reading
Lesson 1 Reading
Lesson 2 Writing

_____ Day 12

Lesson 1 Writing
Lesson 2 Listening
Audio Companion **Disk 1**
Track 5 Lesson 2 Pronunciation
Track 6 Lesson 2 Vocabulary
Track 7 Lesson 2 Phrases

Your goal today for the CD is to Listen to these two tracks. When you hear the person speak, Repeat and Imagine in your mind what they are saying. If anything is unclear to you, click back in the lessons you have already completed on the computer to see what the word meant. Friday you will do more with the words.

_____ Day 13

Real Life Activity – **Language Resource Notebook**

Read Real Life Activity D and prepare notebook pages to list resources that you find throughout the year. Begin today with separate pages for each resource type you located last week, one for cookbooks, one for children's books, and one for audio and/or e-books. You may want to create separate pages for recipes that interest you, as you will have several opportunities to cook this year.

_____ Day 14

Lesson 1 Listening
Lesson 2 Listening and Reading

_____ Day 15

Audio Companion **Disk 1**
Track 5 Lesson 2 Pronunciation
Track 6 Lesson 2 Vocabulary
Track 7 Lesson 2 Phrases

Writing Exercise - For all assigned tracks: including separate parts of pronunciation words, Listen, Repeat and Imagine again and... SPELL! This week you will focus on writing out the words as best you can. This will help reinforce your listening skills and your understanding of the sounds of the language you are studying. The difference between this activity and the writing portion in the computer program is that you have no visual clue. It is like taking dictation. As always, feel free to stop the track at any time. With this exercise it is probably best to stop it between each word or phrase.