Rick Castaneda, Training Specialist
Former Educator
Parent Engagement Expert
Passionate about Language Learning
Agenda

• Implementation
• Learner Experience
• Classroom Resources
• Administrator Tools
• Support Options
Our Vision: Every person can learn to read, write, and speak with confidence.

Our Mission: We change people's lives through the power of language and literacy education.
Classroom Implementation
**Tips & Tricks**

- Headsets are needed for each learner
- Try to have space between learners so they don’t pick up each other’s microphones
- Expect to spend a few sessions learning how to log in and navigate the system
- Don’t be afraid to reach out to our Support options!
- Share the goals with the students so they know what they’re working towards
Things to think about

Learners

Devices

Time Goal

Helpers

Necessary Data

Ultimate Goal

Necessary Data
Structured Immersion
Learner Experience
Customized URL

mariettaisd.rosettastoneclassroom.com

Username: super_admin
Password: password
Home screen

- Suggested Activity Bar
- Navigate to another unit
- Units are divided into 4 lessons
- Each tile now displayed as a row with more information
- Row colors and actions change depending on progress
Home screen
Unit listing

UNIT 1 Language Basics
UNIT 2 Greetings and Introductions
UNIT 3 Work and School
UNIT 4 Shopping
UNIT 5 Travel
UNIT 6 Past and Future
UNIT 7 Friends and Social Life
UNIT 8 Dining and Vacation
UNIT 9 Home and Health
UNIT 10 Life and World
UNIT 11 Everyday Things
UNIT 12 Places and Events
UNIT 13 Tourism and Recreation
UNIT 14 Professions and Hobbies
UNIT 15 At Home and Around Town
UNIT 16 Style and Personal Wellness
UNIT 17 Business and Industry
UNIT 18 Arts and Academics
UNIT 19 Emergency Situations
UNIT 20 Family and Community
1. Use a USB headset for best results

2. Click *Continue*

3. At the beep, count 1, 2, 3, 4, 5

4. Click *Continue*
Hello.
una niña

una niña

un niño

un niño
KEYBOARD INTRODUCTION

You may use your computer keyboard to input text.

- Click an Accent (blue outlines) key or the Shift key to access additional characters.
- Click the Home key to return to the main keyboard.
- Click the Enter key to submit your answer.

Don't show me this again.
una mujer
Doble a la izquierda, por favor.
Successful

Congratulations!
You passed the lesson!

26/27

How was your experience of our speech recognition feature?
Need a little more practice?
We recommend repeating the previous sequence of activities.

How was your experience of our speech recognition feature?

Repeat

Lesson 2: Core Lesson
Continue
Continue or restart

Do you want to continue your current progress in this activity?

- No, reset my score and restart this activity
- Yes, continue my current progress
Settings

Select microphone:
- Default - Microphone (2- Logitech USB Headset) (046d:0a44)
- Communications - Microphone (2- Logitech USB Headset) (046d:0a44)
- Microphone Array (Realtek High Definition Audio)
- Microphone (2- Logitech USB Headset) (046d:0a44)

Microphone Setup

Speech Recognition: Use speech recognition
Choose the voice type that best describes your voice.
- Adult Male
- Adult Female
- Child

Pronunciation Setting:
Tell us what scoring you want for your speaking activities.
- Easy
- Normal
- Difficult

Application: Disable Answer Sounds

Cancel Changes
Apply Changes
Games & Activities

PLAY
Sharpen your language skills with fun games!

READ
Read or listen to your favorite stories, or record yourself reading them aloud!
Unit 1

A Man Is Walking
Driving
The Big Yellow Sun
The Boy from Hana
The Small Farm
Unit 5

At the Airport

I Am Driving

Number Sixty for Babe Ruth

Johnny Appleseed

The Blue Cars
The Big Yellow Sun

The trees are big and green. A man and a woman are walking a small dog. Children, wearing T-shirts, are running in the grass. A girl, red from the sun, is swimming in the water. And two students are eating sandwiches and reading the book “One Fish, Two Fish, Red Fish, Blue Fish.”
The Big Yellow Sun

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What type of account do you have?

- Personal use
  Most common
- Work or School Use
The beginning of your customized URL. Everything before .rosettastoneclassroom.com
UNIT 1

Language Basics

Core lesson

LESSON 1 Pronunciation 10 min

LESSON 1 Vocabulary 5 min

LESSON 1 Grammar 10 min

Core lesson
Core lesson
1

Progress
100%

115 Correct
1 Incorrect
2 Skipped
0 Not seen

• 118/118 steps

RESET
Nós moramos num apartamento.
<table>
<thead>
<tr>
<th>Teacher’s Guide</th>
<th>Workbooks</th>
<th>Tests &amp; Answer Keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Readings</td>
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<tr>
<td>Flash Cards</td>
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<td>Scope &amp; Sequence</td>
</tr>
<tr>
<td>Course Content</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:
   - bakery
   - grocery store
   - bookstore
   - hardware store
   - jewelry store

Sample commercial:
Announcer: Is your old ladder broken? We are selling big, small, black, white, and red ladders at our hardware store.
Customer: I am shopping at the hardware store, and I am buying one new, big red ladder and one new, small black ladder.

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.

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:
   - My family needs vegetables, meat, and fruit because we are hungry. We want to buy new books because we read after dinner. The grocery store sells vegetables, meat, and fruit, and the bookstore sells new books. My father is buying vegetables and fruit at the grocery store. My mother and brother are buying new books at the bookstore. My father and sister are cooking dinner. My family is eating vegetables, meat, and fruit. We are reading our new books after dinner.

- Bloom's Taxonomy: Synthesis
- Multiple Intelligences: Interpersonal

Word of the Day:
sitting
Unit 1, Lesson 3, Worksheet 5

Matching: Write the number of the picture next to the word or sentence that it matches.

1. ________
   She is a doctor.

2. ________
   He is a police officer.

3. ________
   They are students.

4. ________
   The flowers are big.

5. ________
   The flower is small.

6. ________
   The eggs are red.

7. ________
   The bicycles are red.

8. ________
   The pens are green.

9. ________
   The cats are black.

10. ________
    The ball is red.

11. ________
    The eggs are blue.

12. ________
    The apples are green.

Unit 1, Lesson 7, Worksheet 7

Write as many words as you can about each picture:

[Picture of a family dining at a table]

[Picture of children playing outside]

[Picture of a dog and a cat]

[Picture of flowers and a book]

[Picture of a bicycle and a skateboard]

[Picture of a cat and a dog]
Lesson Test
Unit 1, Lesson 1: Listening

Task 1: Find the Sentence
Listen. Find the sentence you heard. Circle the correct answer.
1. The girl is drinking. / The men are cooking. / The boy is drinking.
2. The woman is reading. / They are swimming. / The women are swimming.
3. They are cooking. / A man is eating. / The men are cooking.
4. The men are running. / The boy is drinking. / The boys running.
5. They are women. / She is a woman. / She is drinking.

Task 4: Find the error, There is something wrong with the first sentence. Circle the correct answer.
1) man / are running / a. He / b. The / c. A
2) The / girls / a. boys / b. boy / c. men
3) The boys / drinking / a. is / b. are / c. they
4) They / are running / a. They / b. She / c. He
5) The woman is cooking / a. Nobel / b. the / c. ding
6) The girls are swimming / a. ring / b. ding / c. ming

Section 2: Complete the sentences. There may be more than one possible answer. Follow the example.
The man / are running
1) No
2) The girl
3) They
4) The women

Section 3: Circle the word that does not belong in the group. Follow the example.
the / a
1) goodbye / women / hello
2) he / she / the
3) reading / writing / drinking

Section 4: Circle the word that does not belong in the group.
1) boy / women / girls
2) man / girls / boy
3) woman / man / boys
RSSEMK12

Please do NOT share this password on the web

If you ever forget, email our implementation team:
AmericasImplementation@
rosettastone.com

Answer Key PASSWORD
Unit 6: Vegetables For Eating, Vegetables For Playing

Chapter title: Meals

1. What does the boy want to buy?
   a. potatoes
   b. carrots
   c. tomatoes
2. How many of each? 4
3. What do people eat the potatoes for?
   a. soup
   b. chips
   c. stew
4. What do you do with these?
   a. cook
   b. roast
   c. grill
5. What does the girl want to eat?
   a. salad
   b. fries
   c. chips
6. How many of these?
   a. 2
   b. 3
   c. 4
7. What are the boy and girl doing?
   a. cooking
   b. shopping
   c. eating

Maria & Rob
Mateo & the robotics team

Stories: Robotics Team

Unit 2: The Coffee House

Emma and her friend, Yandra, are riding their bicycles. They are on the street near the coffee house.

"I'm thirsty," says Emma. "Are you?"

"Yes," says Yandra. "I want a cup of coffee!"

Kendra says, "I am thirsty, but I do not want coffee. I want a cup of water."

The students have their bicycles near the door of the coffee house. They are sitting at a table. They are drinking coffee and water and talking about their new school.

"I'm happy," says Yandra. "Tell me about your family."

Emma says, "My mother and I live in a house near the school. My mother works at a grocery store. I have a brother, but he lives in an apartment in the city. And you?"

"My parents work at a small hotel," says Yandra. "We live on a farm. My family is from this country. We came to the United States when I was six years old. I have two sisters. One is big, and the other is small."

"I am from Brazil," says Yandra. "We moved here with my grandmother when I was a baby. My family lives in a farm."
Wendy & Isaac

Wendy is driving on the street in Cincinnati. Isaac is watching from the window. There is big mall near the street. Isaac says, "We need some supplies.

Wendy: "No, Isaac. We have clothes, water, fruit, vegetables, and an apple. We have what we need."

"But we are driving to California. It's far. We need more!"

"Oh, but I'm hungry. You do the shopping. I'm eating lunch."

"We're outside of the car and walking to the mall. There are many cars in the big mall. It's not outside, but it's inside the mall. There are too many people in the mall walking and shopping.

"Meet me at this pharmacy after lunch." Wendy says.

"A pharmacy? We need medicine when we are sick." Isaac says. Medicine at the pharmacy. It is running in the mall. We need more clothes when we want to wear. He buys towels. He needs clothes when it rains. He buys clothes and coffee beans. And we need a cookie. This is good. But this one isn't coffee only. It's chocolate. He says, "Chocolate cake is good!" He buys a chocolate cake. "There is so much we need!"
Focused readings

“The Crows Are in the Corn” - A Folktale from Georgia - Geography and Culture

Georgia is a state in the southeastern United States. Georgia became a state in 1788. For most of Georgia’s history, many people were farmers. They lived on small farms. There was a lot of work to do on a farm. People had to work very hard.

Before the 20th century, many of the people who worked on small farms had very little education. Most could just read and write in a simple way. Telling stories and using spoken language was very important in teaching children how to work on the farms. There were many sayings, folktales, and stories in the culture to help the people remember things that were important.

“The Crows Are in the Corn” - Reading Questions

Instructions:
• Some questions have answer choices next to the letters A, B, C, and D. Circle the correct answer.
• Other questions have a space for you to write your answer. Remember to use complete sentences and check your spelling.

1. The story says that the farmer and his wife worked very hard. Find three sentences in the story that show that they worked hard. Write the sentences.
   1. ______________________
   2. ______________________
   3. ______________________

2. They cleaned the barn where the animals slept.
   What is a barn?
   A. a house for people
   B. a house for animals
   C. a place to grow crops
   D. a place to store food

3. When crows came, the farmer’s wife would sweep the room to keep the crows away from the corn.
   What does sweep mean in this sentence?
   A. to clean or wash something
   B. to find something that is lost
   C. to repair something that is broken
   D. to hold something up so it can be seen
Flash cards

- boys
- girls
- men
- women
Memory card game
K-2 visual support
Unit 1, Lesson 5, Worksheet 5

There are many words to practice about the picture.

The girl is drinking water.

The woman is sleeping.

The boy is cooking.

The man is eating.

There are three fans.

The girl is wearing a green shirt.

The pole is green.

There are three red flowers.
K-2 alphabet book
## Scope and sequence

### Rosetta Stone® Foundations

#### Level 1 Content

**Unit 1: Language Basics**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Core Concepts</th>
<th>Grammar and Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Verbs</td>
<td>Regular/irregular verbs</td>
<td>Present tense/infinitive</td>
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<tr>
<td>Everyday Life</td>
<td>Common nouns:</td>
<td>Present progressive-tense</td>
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<tr>
<td>Numbers</td>
<td>Numbers 1-10</td>
<td>Adjectives and comparisons</td>
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<tr>
<td>Family Relationships</td>
<td>Related words:</td>
<td>Adjectives and comparisons</td>
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<tr>
<td>Around the House</td>
<td>Related words:</td>
<td>Adjectives and comparisons</td>
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<tr>
<td>hobby</td>
<td>Interests and hobbies</td>
<td>Adjectives and comparisons</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Basic writing:</td>
<td>Adjectives and comparisons</td>
</tr>
</tbody>
</table>

**Unit 2: Greeting and Introductions**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Core Concepts</th>
<th>Grammar and Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings</td>
<td>Basic greetings and introductions</td>
<td>Adjectives and comparisons</td>
</tr>
<tr>
<td>Clothing</td>
<td>Basic clothing items</td>
<td>Adjectives and comparisons</td>
</tr>
<tr>
<td>Food &amp; Drink</td>
<td>Basic food and drink terms</td>
<td>Adjectives and comparisons</td>
</tr>
<tr>
<td>Numbers</td>
<td>Numbers 1-10</td>
<td>Adjectives and comparisons</td>
</tr>
</tbody>
</table>

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2 Rosetta Stone® Foundations Contents | RosettaStone.com
1.2 Core Lesson

01 Hello.
   Hello.

02 a sandwich
   a sandwich
   a sandwich
   an egg
   an egg
   an apple
   an apple

03 bread
   bread
   bread
   coffee
   coffee
   milk

04 a sandwich
   an egg
   an egg
   bread
   coffee
   milk

05 a girl and a woman
   a boy and a man
   a sandwich and milk

06 a man and a woman
   rice and an apple
   bread and water

07 The boy is drinking milk.
The woman is drinking coffee.
The boy and the man are drinking water.
The girl is eating bread.
The man is eating an egg.
The man and the woman are eating rice.

08 She is eating an apple.
   He is eating rice.
   They are eating eggs.
   They are eating sandwiches.

09 They are eating eggs.
   They are eating sandwiches.
   He is eating rice.
   She is drinking water.

10 a dog
   a dog
   a dog
   a cat
   a cat
   a horse

11 a car
   a car
   a newspaper
   a newspaper
   a bicycle

12 a dog
   a cat
   a horse
   a car
   a newspaper
   a bicycle

13 The man is driving a car.
The woman is driving a car.
The boy is walking.
The girl is walking.

14 The man is running.
The woman is walking.
The boy is running.
The girl is running.

15 They are eating apples.
   He is driving a car.
   They are reading a newspaper.
   She is reading a book.

16 He has a cat.
   She has a dog.
   They have a newspaper.
   They have a horse.

17 He has a car.
   She has sandwiches.
   They have a fish.
   They have pens.

18 He has books.
   She has a fish.
   They have pens.

19 a book
   a pen
   a fish
Blended classroom flow K2

1. Teacher-Led Activities with K2 Teacher’s Guide
2. Self-study online with Specific Screens from Lesson 1
3. K2 Workbook (Teacher-led, Individually or in Groups)
4. Self-study online with Specific Screens from Lesson 1 or FA's
5. Alphabet Practice with K2 Alphabet Book
6. Teacher-Led Activities with K2 Teacher’s Guide
English for Education
• Placement Test
• Weekly Assignments Activity Guide
• Summer Calendar
• Parent Webinars
• Teacher Resource Guide
• PD Webinars for Educators

English for Education Components
1. Data gathered by the school and submitted to Rosetta Stone
2. Customized URL for students to access provided in 2 weeks
3. Students must have headset to take test
4. No time limit, but expect 30 – 60 minutes
5. Encourage students to complete every question
6. Students will receive suggested placement at test end
7. Rosetta Stone will provide report on all students within 2 weeks
• 5 task types (all have 4 multiple choice options)

• Vocabulary With Picture
• Grammar With Picture
• Sentence Reading
• Listening With Picture And Audio Options
• Listening Question/Response And Audio Options
Great Job!
You have successfully completed the test!
We recommend you begin at Level 1, Unit 1
What To Do Next
Family Resources
Rosetta Stone
Actividades para Conexiones Familiares

Nombre: ____________________________

Semana 1: Cree una Zona de Tarea

• Encuentre un lugar acogedor donde haya poca distracción.
• Establezca el horario en que se espera que se haga la tarea. Los primeros 20 minutos después de la escuela es un buen tiempo.
• Todos los días, su hijo/a debe trabajar durante 20 minutos de tarea. Los estudiantes pueden leer, escribir o practicar en esta hora.

Puntos Extra: ¡Envíe una selfie (autofoto) a su hijo/a!

Firma del Padre/Tutor: ____________________________

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Rosetta Stone
Family Connections Activities

Student name: ____________________________

Week 1: Create a Homework Zone and Routine.

• Find a cozy place where there are few distractions.
• Set the times your student will be expected to work in the homework zone - the first 20 minutes after school is a good choice!
• Every day, your student should work for 20 minutes in the homework zone. If there isn't any homework, students can read, write or practice new vocabulary words.

Bonus Points: Send your teacher a selfie in your homework zone!

Parent Signature: ____________________________ Date: ____________

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Rosetta Stone
Family Connections Activities

Student name: ____________________________

Week 3: Scavenger Hunt!
• Work together to create a list in English of 20 small things you can find around the house.
• Split the list so each person has his or her own list.
• Race to see who can collect their items fastest.
• Trade items and name each item you trade.
• See who can put the new items away fastest.
• Repeat the activity in your native language.

Bonus Points: Create an award in English for the fastest people and share with your teacher.

Parent Signature: ________________________ Date: ________________________

RosettaStone.com/Education

Rosetta Stone
Family Connections Activities

Student name: ____________________________

Week 4: All About My Family
• Make a list of all of the family members you can think of, using the correct English label.
# Rosetta Stone Family Connections Summer Calendar

**Student Name:**

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Share one great thing that happened this week in English, and one in your home language.</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in English for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in your home language for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Label it!</td>
</tr>
<tr>
<td></td>
<td>Share one great thing that happened this week in English, and one in your home language.</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in English for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in your home language for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Scavenger Hunt</td>
</tr>
<tr>
<td></td>
<td>Share one great thing that happened this week in English, and one in your home language.</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in English for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in your home language for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>All about my family</td>
</tr>
<tr>
<td></td>
<td>Share one great thing that happened this week in English, and one in your home language.</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in English for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in your home language for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Shopping List</td>
</tr>
<tr>
<td></td>
<td>Share one great thing that happened this week in English, and one in your home language.</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in English for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>Read Aloud in your home language for 20 minutes</td>
<td>Use Rosetta Stone for 20 minutes</td>
<td>What color is it?</td>
</tr>
</tbody>
</table>

**Month 1:**

- Use Rosetta Stone for 20 minutes
- Read Aloud in English for 20 minutes
- Read Aloud in your home language for 20 minutes
Parent/Family Webinars
Teacher Resource Guide
PD Sessions for Teachers

- **Session 1 - Teachers/Administrators**
  - Administrator or Classroom Implementation Training
- **Session 2 - Teachers**
  - Teacher training, or Re-engagement and follow-up,
- **Sessions 3 & 4**
  - PD Session on best practices for EL
  - Family and Community Connections
Administrator Tools
## Language choices

<table>
<thead>
<tr>
<th>Arabic</th>
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<th>Italian</th>
<th>Spanish (Latin Am)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese (Mandarin)</td>
<td>German</td>
<td>Japanese</td>
<td>Spanish (Spain)</td>
</tr>
<tr>
<td>Dutch</td>
<td>Greek</td>
<td>Korean</td>
<td>Swedish</td>
</tr>
<tr>
<td>English (American)</td>
<td>Hebrew</td>
<td>Polish</td>
<td>Turkish</td>
</tr>
<tr>
<td>English (British)</td>
<td>Hindi</td>
<td>Portuguese (Brazil)</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Filipino (Tagalog)</td>
<td>Irish</td>
<td>Russian</td>
<td></td>
</tr>
</tbody>
</table>

Languages in **RED** have 20 units, others have 12 units.
Support

- http://support.rosettastone.com
- 877-223-9848
- AmericasImplementation@rosettastone.com
✓ Make new connections!
✓ Have your voice heard!
✓ Become a thought leader!
✓ Earn rewards!
Thank you