

Lesson Plan - Conversational Spanish Class Chewing Gum in Mayan Heritage

Communicative aim	<p>By the end of the lesson, students will have improved their speaking skills and will be able to discuss cultural differences.</p> <p>They will learn about the importance of chewing gum in Mayan culture, how it was made in Mayan civilization and will reflect on the similarities and differences between Mayan culture and their own culture.</p>
1. Main aim:	1. Speaking skill
2. Sub aim:	2. Vocabulary and reading skill
Target language:	Keywords from the vocabulary list on Newsela + use of 'Según mi parecer, ...' and use of 'para + infinitive'.
Materials and aids to be used	Newsela article on " Chewing Gum in Mayan Heritage " + pictures
Anticipated difficulties and possible solutions	<ul style="list-style-type: none">Time management: plan the schedule carefully and stick to itLanguage proficiency: go through the vocabulary with the class and encourage pair/group discussions.Technical issues: have students to download the app

Spanish Lesson Plan With Differentiate Instruction

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Spanish Lesson Plan With Differentiate Instruction:

Pre-AP Instruct Res Holt Spanish 1 2008 Holt Rinehart & Winston,2008 **Lesson Design for Differentiated Instruction, Grades 4-9** Kathy Tuchman Glass,2009-01-14 Discover how effective differentiated instruction can support your students individual learning needs Designed for middle level teachers who may not be experienced in differentiating instruction this book provides step by step guidance for creating comprehensive meaningful lessons in language arts math science and social studies The author helps teachers develop confidence and expertise through a wide range of differentiation strategies and includes a lesson planning template and concrete examples of student handouts Readers will expand their understanding of What a differentiated lesson looks likeWhat components are included in a lessonHow differentiated lessons are taughtHow to craft differentiated lessons **SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS** Elva Duran,2013-04-01 Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students *Library of Congress Subject Headings* Library of Congress,Library of Congress. Office for Subject Cataloging Policy,1975 *Library of Congress Subject Headings* Library of Congress. Cataloging Policy and Support Office,2007 Hans-Jürgen Syberberg, the Film Director as Critical Thinker Xue Lan Rong,Jeremy Hilburn,2016-12-27 Fourth wave immigration with its vast economic ethnic cultural linguistic and religious diversities have brought new dynamics into the existing social and demographic structures and added both opportunities and challenges to educational systems in North Carolina a Southern U S state with the fastest growing rate of foreign born

population in the nation in 1990 2010 and unique geopolitical history This book brings together 17 scholars who have extensive experience working with immigrants in North Carolina and represent a wide range of educational expertise Together their studies illustrate the intersections between historical contexts geopolitical historical constraints structural factors power policies and laws institutions and organization cultural issues philosophies ideologies identities beliefs values and traditions and immigrant students characteristics on the development of educational practices policies reforms and resistance divMost importantly studying how North Carolina education systems and actors adapt to meet the challenges may offer valuable opportunities for researchers to understand the transformation of educational systems in other new gateway states Collectively studies in this book deconstruct the framework of the traditional hierarchical assimilation and linguisticism policies in recasting the concept of becoming Americans in the New South The authors utilize frameworks that recognize the structural barriers that disadvantage immigrants in new gateway states but also position youth families and communities as possessing and utilizing valuable resources to promote educational access and achievement In this sense this book contributes significantly to major contemporary empirical and theoretical debates relating to educating immigrant children It is our hope that this critical dialogue will continue at a national platform to promote discussion of these timely issues div div

Teaching Language Arts Carole Cox,2008 Engaging readable student friendly and practical this text is built on a strong theoretical and research base and illustrated and clarified with real life examples of children and teachers from today s diverse classrooms Written to reflect cutting edge theory new research the latest policies the new Common Core State Standards and best practices in the rapidly changing world of language arts instruction Carole Cox s new Seventh Edition continues to guide students as they learn the many skills required to become an effective teacher today Publisher s description

The Challenge of Developing Academic Language in Spanish and English Through Science Sandra Patricia Mercuri,2007 Introduction to Early Childhood Education Marian Marion,2010 Armed with the mantra knowledge before action this introduction to early childhood education allows teachers to first understand the development of the whole child and then to plan an environment and curriculum that will allow them to learn and thrive Using a largely developmental approach this first edition text explores both time honored theories of early childhood development and current models and modern research in the field Part One of the text discusses the history and theories of childhood development while Part Two instructs teachers how to support children s emotional social cognitive and physical development The final section of the book explains how to assessment and guidance to support children and how to implement developmentally appropriate curriculum in the classroom This text is supplemented with a number of features and ancillaries that make learning easier for students and teaching easier for instructors Students will benefit from the many boxed activities and aides as well as by the online features contained in MyEducationLab Teachers may take advantage of the online instructors guide online test back numerous videos and PowerPoint slides

Comprehensive Multicultural Education Christine I. Bennett,2007 This text

provides preservice teachers the historical background basic terminology and social science concepts of multicultural education to help them as they enter the field *CA Te Am Anthem 2007 Mod* Holt Rinehart & Winston,2007 **Problems and Strategies in Teaching the Language Arts to Spanish-speaking Mexican American Children** Carl L. Rosen,Philip D. Ortega,1969 Differentiated Literacy Instruction for English Language Learners Alice L. Quiocho,Sharon H. Ulanoff,2009 Differentiated Literacy Instruction for English Language Learners assists teachers in developing a multifaceted approach to successful instruction uniquely clarifying the critical role of culture and language in working with English language learners Carefully crafted chapters guide literacy educators from initial assessment to the development of successful differentiated instruction Drawing on their vast experience with teaching English Learners Alice Quiocho and Sharon Ulanoff offer teachers a myriad of practical strategies lots of authentic teacher examples and detailed lesson plans They identify how to build English skills with English learners at every developmental level In addition the authors also feature a chapter detailing the steps necessary to reach English learners who have been identified for special education a topic infrequently covered in other texts The explicit lesson plans field studies and classroom vignettes crystallize the theories presented in this text Teachers will find that Differentiated Literacy Instruction for English Language Learners promotes a personalized approach to English learning that will prove to be a vital tool for anyone hoping to maximize their students potential What reviewers say The authors know their field and they recognize and confirm teachers abilities and expertise to enhance English language learners content literacy development Janet Richards University of South Florida I think the authors do a wonderful job connecting theory to practice The writers do an excellent job of writing a clear and interesting text Debra Price Sam Houston State University There is much value in the pedagogical features of this book I have never seen such an extensive explanation of language acquisition and the different ways teachers can assess English learners I think that it will be the best book on the market in this regard Deanna Gilmore Washington State University

THE SELECTION AND EVALUATION OF CURRICULAR MATERIALS FOR COURSES IN DIRECTED TEACHING.

HORACE D. PICKENS,1936 *Literacy Instruction for English Language Learners Pre-K-2* Diane M. Barone,Shelley Hong Xu,2008 Summarizing current research and weaving it into practical instructional strategies that teachers can immediately use with young English language learners ELLs this book addresses a major priority for today s primary grade classrooms All aspects of effective instruction for ELLs are explored oral language development and instruction materials word study vocabulary comprehension writing and home school connections Assessment is discussed throughout and is also covered in a separate chapter The volume is packed with realistic examples lesson planning ideas book lists online resources and reproducibles Discussion and reflection questions enhance its utility as a professional development tool or course text

Scott Foresman Reading Street ,1985 Includes ELL lesson plans alternate comprehension lessons vocabulary word cards and extend language activities selection summaries in English Spanish Chinese Vietnamese Korean and Hmong ELL

reader lessons and study guides multilingual vocabulary **SRA Open Court Reading** ,2002 **An Integrative Approach to Foreign Language Teaching** Gilbert A. Jarvis,1976 *University of Colorado at Denver Catalog* University of Colorado at Denver,2009 **An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching** Elizabeth Spalding,Jesus Garcia,Joseph A. Braun,2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers

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