

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>
<ol style="list-style-type: none">1. Main aim:2. Sub aim:	<ol style="list-style-type: none">1. Speaking skill2. Vocabulary and reading skill
Target language:	keywords from the vocabulary list on Newsle + use of "Segun mi parecer, ..." and use of "para + infinitive".
Materials and aids to be used:	Newsle 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 it• Language 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

Kathy Tuchman Glass



Spanish Lesson Plan With Differentiate Instruction:

Differentiated Instruction Deborah Blaz, 2016-02-19 In this new edition of a bestseller author Deborah Blaz helps you differentiate lessons for your world language students based on their learning styles interests prior knowledge and comfort zones This practical book uses brain based teaching strategies to help students of all ability levels thrive in a rigorous differentiated learning environment Each chapter provides classroom tested activities and tiered lesson plans to help you teach vocabulary speaking listening reading and writing in world language classes in ways that are interactive engaging and effective for all learners Features new to this edition include Sample thematic units to make your lessons more authentic and immersive New strategies for using technology to differentiate world language instruction Additional checklists rubrics and feedback forms to help you organize your lesson plans and track students progress New connections to the Common Core State Standards the ACTFL Standards Webb s Depth of Knowledge and Bloom s Taxonomy You ll also learn how to differentiate assessment effectively to help all students show their full potential Classroom ready tools and templates can be downloaded as free eResources from our website www.routledge.com/9781138906181 for immediate use **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 like What components are included in a lesson How differentiated lessons are taught How to craft differentiated lessons **Library of Congress Subject Headings**

Library of Congress, 2007 **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 linguistic 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

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 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 bank numerous videos and PowerPoint slides **Reforming the Instructional Program Through the Master Schedule** Ralph Gómez Porras, 2008 *CA Te Am Anthem 2007* Mod Holt Rinehart & Winston, 2007 *World Studies: Latin America* Heidi Hayes Jacobs, Michal L. LeVasseur, 2005 Latin America physical geography Latin America shaped by its history Cultures of Latin America Mexico and Central America The Caribbean South America Reference section DK atlas Glossary of geographic terms Gazetteer Glossary 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 Program Content to Meet the Educational Needs of Mexican-Americans Frank Angel, 1968 *SRA Open Court Reading*, 2002 **Handbook for Successful Urban Teaching** Johanna Kasin Lemlech, 1984 **Creating**

Equitable Classrooms Through Action Research Cathy Caro-Bruce, 2007-08 Recognizing the importance of race class gender culture and ability the authors provide a window into the difficulties that professional educators grapple with as they face the challenge of teaching all children This text is both authentic and practical and it demystifies the issues of equity that pervade today's classrooms Diane Yendol Hoppey Associate Professor University of Florida Gainesville Action research of this caliber on the subject of equity is critically needed for all children to have access to the same level of rigor and high standards This is a must read for districts that really want to turn action research into action that affects student learning Terry Morganti Fisher Director of Professional Development Austin Independent School District TX Utilize the power of action research to narrow the achievement gap Despite the best intentions of reform efforts educational inequity continues to exist in public schools Creating Equitable Classrooms Through Action Research confronts this challenge head on and shows educators how they can use action research to both raise student achievement and strengthen instructional leadership Ideal for both a first time action research endeavor or one already in progress this practical guidebook helps practitioners formulate specific research questions collect and analyze data and communicate their findings Educators will discover Ten action research studies on narrowing the achievement gap Guidelines for implementing an action research project that supports culturally relevant instruction Authentic examples for discussion and reflection Invaluable for school district leaders teachers professional development schools and preservice teachers this resource for systemwide improvement efforts helps schools provide more equitable learning environments for all children

All Children Read Charles A. Temple, 2008 Written by one of the most dynamic author teams in the field of Reading and Literacy the second edition of *All Children Read* continues to offer K-8 teachers the best practices for nurturing emergent literacy teaching early literacy concepts and developing reading and writing in all students those of varying reading levels and abilities as well as those who are English language learners The new edition increases its emphasis on the professional aspects of literacy instruction and also includes significant new coverage of fluency and vocabulary differentiated instruction and connections to the SIOP and the all important topics of literacy assessment Central to the text are the six overriding themes the troubled reader family community literacy technology writing and reading connections language diversity and phonics phonetic awareness interwoven throughout making this book the most contemporary and critical learning aid to come out in the field in years

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

Hearing California. Legislature. Senate. Rules Committee,2007

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

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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