

# Spanish Lesson Plan

**Lesson:** Learning numbers 1-20 in Spanish.

**Length:** Approximately 30 minutes long.

**Grade Level:** 6<sup>th</sup> Grade Spanish

**Academic Standards:** INTASC – Principle #1: Content Knowledge – Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked.

NCCS – Standard #2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or reviewed on a variety of topics.

**Objectives:** SWBAT: Pronounce numbers 1-20 correctly in Spanish, SWBAT: List numbers 1-20 in order, SWBAT: Write the numbers in Spanish correctly, SWBAT: Identify the numbers even when spelled wrong or jumbled out of order.

**Materials:**

- Worksheet containing the numbers 1-20 in numerical form as well as Spanish written form.
- Spanish numbers 1-20 crossword worksheet.
- Numbers 1-20 written in Spanish written in large font for shuffle game.

**Instruction:**

- **Teacher Procedures:** Read numbers in Spanish to show correct pronunciation, correct students when numbers are pronounced wrong, help students solve the crossword puzzle, and monitor shuffle game for horseplay or bad behavior.

# Sample Of Spanish Lesson Plan Objectives

**Kathleen Armour**



## **Sample Of Spanish Lesson Plan Objectives:**

*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 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

**Resources in Education** ,1999-04 *Spanish-Language Pragmatics* Rachel L. Shively,2025-09-30 *Spanish Language Pragmatics A Guide for Teachers* provides Spanish instructors with a user friendly introductory guide to teaching Spanish pragmatics and is designed to make it easier to implement pragmatics instruction in the classroom The book begins by discussing both the what and how introducing the field of pragmatics and providing descriptions of various features of Spanish pragmatics that can be targeted in teaching Instructors are presented with an approach to incorporating pragmatics into the language curriculum with specific teaching techniques and materials laid out *Spanish Language Pragmatics* is grounded in research and theory which is applied to the practice of teaching Spanish pragmatics in the classroom setting Both pre service and in service Spanish language instructors in secondary tertiary and community contexts who are interested in teaching pragmatics will find this book to be an invaluable resource Additional downloadable materials which include discussion and analysis questions for each chapter instructional units and sample lesson plans and ideas for learning objectives and assessments are available at [www.routledge.com](http://www.routledge.com) 9781138695528 *Learning to Plan Modern Languages Lessons* Cheryl Mackay,2019-05-03 *Learning to Plan Modern Languages Lessons* contains a wealth of guidance and ideas for those learning to teach in secondary schools Drawing on extensive experience and research in the field it offers detailed explanation of basic

lesson planning methods and the principles that underpin them illustrated by worked examples of well planned lessons The book shows how to progress from planning smaller activities to full lessons to sequences of lessons and how to ensure progression for your students Specific aspects of language learning such as grammar and culture are explored together with ideas for how to make your planning skills more effective in long term collaborative and reflective practice Starting from a presentation practice production PPP model of language teaching the book aims to provide structured practical starting points in lesson planning for beginning teachers of modern languages ML deepen knowledge and understanding of ML as a subject and how it is learnt pedagogical subject knowledge in order to inform and support planning decisions develop understanding of lesson planning as part of a planning cycle enhance understanding of strategies and professional development opportunities to promote the further development of planning abilities Including reflective discussion tasks and example lesson plans Learning to Plan Modern Languages Lessons is a must read book for beginning and more experienced teachers of any modern language **Teaching World Languages for Specific Purposes** Diana M. Ruggiero,2022-03-01 Teaching World Languages for Specific Purposes provides learner centered strategies models and resources for the development of WLSJ curricula This guide bridges theory and practice inviting scholars educators and professionals of all areas of world language specialization to create new opportunities for their students **Research in Education** ,1974

**Self-Regulation in the Classroom** Richard M. Cash,2016-08-10 Grit Determination Mindset Self control All these terms are attributes of self regulated learning which is the ability to manage impulses stay focused on tasks through completion and develop a sense of autonomy in learning to achieve academic success In Self Regulation in the Classroom Richard M Cash translates research and theory into easy to implement strategies and ideas you can use to help students with special needs and without become self directed learners including ways for them to increase their engagement in learning boost their confidence avoid meaningless distraction develop effective study habits set and achieve goals use failure as a learning tool reflect and relax A foundation for promoting positive behavior and executive function skills this book can help you meet the needs of all your learners and help them reach their potential in the classroom and in the real world The teacher and student forms charts and lists in the book are downloadable for use in your classroom Also available is a free study guide to be used in PLCs and book study groups more Teaching to Learn, Learning to Teach Alan J. Singer,2013-07-24 Teaching to Learn Learning to Teach uniquely addresses three problems that frequently concern pre service and beginning teachers classroom control satisfying state and federal mandates and figuring out exactly what is the role of the teacher Integrating practical theoretical and critical teaching considerations it presents a model student centered approach for designing lessons developing personal connections with students and building classroom communities PRO CLASS Practices Planning Relationships Organization Community Leadership Assessment Support Struggle Pre service teachers are encouraged to reinterpret the principles and continually redefine them as they develop their own reflective practice Changes in the Second

Edition Updates throughout with attention to the Common Core State Standards high stakes testing the possibilities and limitations of technology use in the classroom and preparing for the job market Fully revised chapter on literacy New interviews with teachers Companion Website Supplemental planning teaching and assessment materials 32 extended essays including a number of the author s widely read Huffington Post columns interviews with beginning and veteran teachers Ideas for Your Professional Portfolio Resume and Cover Letter Recommended Websites for Teachers *How to teach english to spanish speakers* María Teresa Orlando,2023-09-01 Although there are several teaching methodology books for teachers on the market there is little if anything specifically focused on how to teach English to Spanish speakers The large and growing Hispanic community in the United States that wants and needs to learn English along with the daily increasing demand for English classes in Latin American countries underline the need for an instructional text such as this one *How to Teach English to Spanish Speakers* is a comprehensive introduction to teaching English to students with Spanish language backgrounds It provides practical step by step guidance for new teachers and offers fresh ideas for more experienced teachers It is also ideal for English translators and native English speakers who wish to give English classes his resource book examines straightforward teaching procedures underlying pedagogy and fundamental principles of teaching English and includes a considerable variety of classroom and research approaches for language instruction It suggests practical pedagogic options while exploring various teaching methodologies comprehensive strategies and effective methods for teaching and developing one s own distinctive teaching style It analyzes the crucially important qualities of an effective English teacher The most critical reason for this book is to look into what we teach whom we teach where we teach and above all how we can most successfully teach Through valuable insights and personal experiences of working with different learning styles predominant intelligences and different ways of building confidence it discusses teaching and the learning process classroom management and different ways to improve learners listening speaking reading and writing skills It also provides clear explanations as well as examples of class observations lesson and unit plans and offers reliable procedures practical tips and activities for teaching Spanish speaking children adolescents and adults from beginning to advanced language levels Aunque hay varios libros sobre metodolog a de ense anza para profesores en el mercado hay poco o nada que est enfocado espec ficamente en c mo ense ar ingl s a los hispanohablantes La numerosa y creciente comunidad hispana en los Estados Unidos que quiere y necesita aprender ingl s junto con la demanda cada vez mayor de clases de ingl s en los pa ses de Am rica Latina incrementan la necesidad de este pr ctico texto C mo ense ar ingl s a los Hispanohablantes es una introducci n accesible para los estudiantes de habla hispana que quieren ense ar ingl s proporciona una gu a pr ctica paso a paso para los docentes que reci n se inician y ofrece nuevas ideas para los profesores con m s experiencia Tambi n es ideal para los traductores de ingl s y los nativos de dicho idioma que quieran ejercer la docencia Este libro de consulta examina los procedimientos la pedagog a y los principios fundamentales de los diferentes m todos e incluye una variedad considerable de

enfoques de investigación para la enseñanza aprendizaje de la lengua Sugiere opciones pedagógicas prácticas mientras explora diversas metodologías de enseñanza estrategias integrales y herramientas efectivas tanto para desarrollar como para aplicar el estilo propio de cada docente También analiza las habilidades indispensables para ser un profesor de inglés eficiente y eficaz El propósito crucial de este libro no es solamente analizar qué a quién dónde y para qué enseñamos sino sobre todo cómo podemos enseñar con más éxito Se abarcan todos los niveles desde principiantes hasta avanzados para el aprendizaje de niños adolescentes y adultos de habla hispana

### **Building a Community of Self-Motivated Learners** Larry

Ferlazzo, 2015-03-12 Award winning teacher blogger and author Larry Ferlazzo is back with more insightful research and strategies for helping students want to care more about school and learning In his previous books on motivation Helping Students Motivate Themselves and Self Driven Learning he tackled ways to help students build intrinsic motivation by how you use class time manage your class encourage students to feel positive about learning help them not feel burned out by testing and more In this book he looks at how teachers can create classroom conditions that are needed for motivation to grow in the first place Ferlazzo provides research based suggestions on what you can do today to help students want to develop qualities like physical health grit flow and a desire to transfer what they're learning to life outside of school At the end of each chapter you'll find high interest lesson plans correlated to the Common Core ELA Literacy Standards that set the stage for long term positive impacts Students will read about sports stars how maintaining a healthy lifestyle can help them achieve their goals and other engaging topics They will integrate information from various texts and make connections to their own lives hopes and dreams a more powerful way to learn to care than being told they should The readings for these lessons and other tools are available as free eResources on our website so you can easily print them for your students

### **Teaching English Language Learners in Secondary Subject Matter Classes** Yu Ren Dong, 2019-08-01

This book is for secondary subject matter teachers and administrators who work with English language learners ELLs in subject matter classes It is also for college professors who prepare pre-service teachers to work with those students The book brings together insights from linguistic socio-cultural educational cognitive developmental perspectives of what it means for ELLs to learn both English and subject matter knowledge in English as a second language It delineates unique challenges that ELLs experience offers ELLs learning stories and suggests concrete strategies with classroom teaching examples across academic disciplines The 2nd edition broadens the scope of the 1st edition in several aspects Specifically it includes two chapters about secondary ELLs previous educational experiences in their home countries a chapter on subject matter lesson planning with ELLs in mind with teacher collaborative strategies and more principle based and field tested effective instructional and assessment strategies for working with ELLs

### **Teaching in Secondary Schools** Mark D. Baldwin, Joseph F.

Keating, Kathryn J. Bachman, 2006 This research based book has been designed to help teachers build a strong knowledge base firm foundations of practice and a range of skills to successfully teach in today's secondary schools This first edition

book incorporates Coverage of Collaboration Between Schools and Communities in Chapter 10 emphasizes the role and importance of service learning parent involvement and community involvement INTASC Principles and Key Dispositions features are located at the beginning of every chapter Instructional Resources provided at the end of the book allow teachers the opportunity to extend their understanding of the material For inservice teachers primarily in the first or second year of teaching in a secondary school setting

**A Resource Guide for Secondary School Teaching** Eugene C. Kim, Richard Dean Kellough, 1987

**Educational Psychology** Roxana Moreno, 2011-08-24 Educational Psychology First Edition will help students meet the challenges of today's classrooms Future teachers want practical suggestions for why and how to use theory in the classroom To support their preparation this textbook emphasizes three challenges in teacher education understanding and addressing the needs of the diversity of learners in the classroom applying theories and research to the classroom and critically examining teaching practices through reflection problem solving and critical thinking

Reader's Theater Scripts: Improve Fluency, Vocabulary, and Comprehension: Grade 1 Christine Dugan, 2010-02-01 Students love the stage Improve Grade 1 students reading fluency while providing fun and purposeful reading practice for performance You'll motivate students with these easy to implement reader's theater scripts that also build students knowledge through grade level content Book includes 12 original leveled scripts graphic organizers and a Teacher Resource CD including scripts PDFs and graphic organizers This resource is correlated to the Common Core State Standards 104pp

*Illinois Reading Council Journal*, 2015

*Handbook of Research on Challenging Deficit Thinking for Exceptional Education Improvement* Williams, Richard D., 2022-01-14 Exceptional education also known as special education is often grounded within exclusive and deficit mindsets and practices Research has shown perpetual challenges with disproportionate identification of culturally and linguistically diverse students especially Black and Indigenous students Research has also shown perpetual use of inappropriate placement in more restrictive learning environments for marginalized students often starting in Pre K Exceptional education practitioners often engage in practices that place disability before ability in instruction behavior management identification and use of related services and educational setting placement decisions These practices among others have resulted in a crippled system that situates students with exceptionalities in perceptions of deviance ineptitude and perpetuate systemic oppression The Handbook of Research on Challenging Deficit Thinking for Exceptional Education Improvement unites current theory and practices to communicate the next steps to end the current harmful practices and experiences of exceptional students through critical analysis of current practices mindsets and policies With the information this book provides practitioners have the power to implement direct and explicit actions across levels to end the harm and liberate our most vulnerable populations Covering topics such as accelerated learning educator preparation programs and intersectional perspectives this book is a dynamic resource for teachers in exceptional education general teachers social workers psychologists educational leaders organizational leaders the criminal justice system law enforcement agencies

government agencies policymakers curriculum designers testing companies current educational practitioners administrators post grad students professors researchers and academicians

**Methods for Teaching** David A. Jacobsen, Paul D. Eggen, Donald P. Kauchak, 2009 Developed to address the need for a text that allows teaching fundamentals to be covered in a practical fashion this general methods text provides complete and concise coverage of the teaching act with a focus on planning and implementing classroom instruction and assessing student achievement in an era of standards and accountability With an emphasis on case studies and real life classroom scenarios and features including self check exercises portfolio assignments suggested field experiences and selected tools for teaching this text provides students with the resources they need to master the material presented in the text Publisher's website *California Curriculum Newsletter*, 1969

**Chinese-English Dual Language Immersion Programs** Ko-Yin Sung, 2024-05-29 Chinese dual language immersion DLI education experienced unprecedented growth in recent years hence it has become critical that Chinese DLI research catches up to inform Chinese DLI teachers and administrators of the most effective ways to teach and run their programs The purpose of Chinese English Dual Language Immersion Programs Content Area Instruction Learners and Evaluations is to explore three DLI themes that are under researched content area instruction learners and evaluations The first section of this edited volume is dedicated to exploring current teaching designs and practices in different content subjects in Chinese DLI programs in order to make useful teaching suggestions to the programs The second section includes studies which look into K 12 Chinese DLI learners learning variables such as motivations learning strategies learner perception and engagement and learner background differences The last section of this edited volume intends to fill the research gap by including studies which adopt various methods to evaluate Chinese DLI students target language level to better illustrate their learning progress in different language skills

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 douard glissant 21 september 1928 in beaudin martinique 3 februar 2011 in paris war ein franz sischer schriftsteller dichter und philosoph er gilt als bedeutender autor der franz sischsprachigen karibik und als einer der intellektuellen vordenker zu fragen postkolonialer identit t und kulturtheorie 1 inhaltsverzeichnis 1 biographie

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discourses in glissant s work agents has resonance in every day language agents de presse etc but also carries overtones of political agency  clat and  clater the verb is frequently repeated throughout glissant s poetry and prose  clat in the case of agents d  clat has a somewhat pejorative sense it is the

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mathieu Édouard glissant né le 21 septembre 1928 à sainte marie en martinique et mort le 3 février 2011 à paris 15e est un romancier poète et philosophe français il obtient le prix renaudot en 1958 pour son roman la lézarde

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abstract description of output Édouard glissant was a leading voice in debates centering on the postcolonial condition and on

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Édouard glissant 1928 2011 was one of the most influential postcolonial theorists novelists playwrights and poets not only in the caribbean but also in contemporary french letters he has twice been a finalist for the nobel prize in literature as well as the recipient of the prix renaudot and the prix charles veillon in france

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