

# **LESSON PLAN for EDUC 470 ELD & SDAIE**

<p><b>TEACHER CANDIDATE:</b></p> <p>Breanna David</p>	<p><b>DATE:</b></p> <p>12/1/16</p> <p><b>LITERATURE SELECTION:</b></p> <p><i>Beauty and the Beast</i> by Walt Disney (1993 version)</p>	<p><b>GRADE/Acquisition Level:</b></p> <p>1<sup>st</sup> Grade Expanding</p> <p><b>SUBJECT (Content Area):</b></p> <p>English Language Arts</p>	<p><b>LESSON TITLE:</b></p> <p>Roll a Story</p> <p><b>LESSON OBJECTIVE:</b></p> <p>Given a number cube, the students will be able to roll to create an original story of five sentences using characters, settings, and problems from Disney's <i>Beauty and the Beast</i>, as well as draw a picture that informs the story.</p>
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## **LANGUAGE STANDARDS AND CONTENT OBJECTIVES**

<p><b>COMMON CORE CONTENT STANDARD</b></p> <p><b>CCSS.Writing.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>CCSS.Speaking and Listening.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><u>Collaborative</u> <b>ELD.PI.1.3.Ex</b> Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X, I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.</p>
<p><u>Interpretation</u> <b>ELD.PI.1.6.Ex</b> Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<p><u>Productive</u> <b>ELD.PI.1.10.Ex</b> Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>

## **INTO, THROUGH, and BEYOND**

<p><b>INTO</b></p> <ul style="list-style-type: none"> <li>Ask students if they know the story of <i>Beauty and the Beast</i> and display a picture or two</li> </ul>	<p><b>RATIONALE</b></p> <p>Opening with a quick discussion helps the</p>	<p><b>REFLECTION</b></p> <p>Most students were familiar with the story, but there were a few who did</p>
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# Sdaie Lesson Plan Examples

**Anne M. Beninghof**



## **Sdaie Lesson Plan Examples:**

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. **The Crosscultural, Language, and Academic Development Handbook** Lynne T. Díaz-Rico, Kathryn Z. Weed, 1995

**Millennial Teacher Identity Discourses** Janet Alsup, 2019-02-04 Over ten years after the original edition of *Teacher Identity Discourses*, Janet Alsup revisits her work with a new research study examining the characteristics of the millennial teachers now beginning to populate K-12 classrooms. Building off the first edition, this text is based on a qualitative interview-based research study and provides a contemporary look at how millennial teachers experience professional identity growth through language use. This innovative research investigates how formation of a professional identity is central in the process of becoming an effective teacher. Updated with new analyses of teacher identity discourses, the second edition covers themes that still resonate today and provides practical suggestions and sample assignments for teacher educators to use or adapt in methods courses. *Teaching Children to Read and Write* Robert B. Ruddell, 1999 New edition of a textbook intent on creating the kind of teachers that students remember for the rest of their lives. Covers early reading and writing development, building vocabulary and comprehension connections using literature and reader response and understanding language and cultural diversity. **21st Century skills for the standards-based Classroom**, Interdisciplinary Language Arts and Science Instruction in Elementary Classrooms Valarie L. Akerson, 2020-08-11 This volume brings together evidence-based

approaches to interdisciplinary language arts and science instruction. Firmly grounded in the research showing cognitive parallels between the two subjects and reflecting the many recommendations in recent years for using interdisciplinary instruction at the elementary level, its goal is to help teachers effectively use this kind of instruction in elementary classrooms. The book is organized around three themes: Introduction to Interdisciplinary Science and Language Arts Instruction; The Influence of Interdisciplinary Science and Language Arts Instruction on Children's Learning; and Research on Preparing Elementary Teachers to Use Interdisciplinary Science and Language Arts Instruction. Each chapter summarizes the research on its focal topic, examples of research applied to practice, and questions and prompts for discussion and reflection to help readers apply what they are reading in their own classroom contexts. Teacher educators and prospective and practicing elementary teachers everywhere will benefit from this overview of current research and practice in interdisciplinary science and language arts instruction.

A Course for Teaching English Learners Lynne T. Díaz-Rico, 2008. A Course for Teaching English Learners. CTET Handbook offers strategies to equip teachers to work with English language learners, balancing fundamental principles with practical classroom techniques. This book offers in a single volume a wealth of background principles underlying the cultural, linguistic, and sociocultural contexts and foundations of learning, and by providing a comprehensive framework that doesn't only focus on reading and writing. Provisions in the federal No Child Left Behind Act (NCLB) call for yearly accountability in English language growth for language minority students. The CTET Handbook addresses the new focus on testing procedures as well as adaptation for English learners during the test-taking process. Throughout, Lynne Diaz Rico provides the necessary background knowledge needed to educate English learners and also includes a variety of classroom methods for English language development in listening, speaking, reading, writing, and computer-assisted instruction. From publisher's description.

*Real Talk About Classroom Management* Serena Pariser, 2018-02-13. This handy guide offers 50 proven best practices for managing today's classroom, complete with just-in-time tools and relatable teacher-to-teacher anecdotes and advice.

Co-Teaching That Works Anne M. Beninghof, 2020-07-15. Guaranteed Success for the Co-teaching Classroom. Following the success of the first edition, *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning*, Second Edition is here to provide actionable advice to co-teachers seeking to utilize one another's strengths. Unlike other co-teaching books, this manual is written for every possible educator combination, not simply general educators. You'll find sections on everything from co-teaching in literacy and speech language therapy to special education and technology, so that no matter what subject matter or expertise you'll be prepared to co-teach. This book is written to provide concrete, actionable advice, including Co-teaching Roll-Out Plans, Leadership Guidelines, Relationship Development, Best Co-teaching Models, Specially Designed Instruction, and more. Educators will have the opportunity to learn from other experienced co-teachers who share their personal stories, tips, and tried-and-true co-teaching techniques that lead to student success. Their creative, time-efficient approaches will revolutionize the way you view

your classroom teaching strategies and enhance your ability to collaborate with other educators Whether you are planning to build your co teaching strategy from scratch or just looking to refine your current approach Co Teaching That Works will undoubtedly be a priceless resource to have in your professional toolbox *Teaching in Elementary and Secondary Classrooms* Johanna Kasin Lemlech,2004 Building a community in the classroom is a way for teachers and students to be freer to learn and to explore ideas This book is written for novice teachers be they student teachers beginning teachers or interns I have learned that when students of all ages work together in democratic classroom communities and are supported by teacher and administrative efforts the classrooms become exciting environments with students and teachers more engaged in meaningful activities *Teaching Performance Expectations for Educating English Learners* María V. Balderrama,Lynne T. Díaz-Rico,2006 Teacher Performance Expectations for Educating English Learners addresses the needs of elementary and secondary teachers in multilingual classrooms including second language learning across multiple academic subjects Renowned authors Mar a V Balderrama and Lynne D az Rico provide in a single volume the techniques necessary to prepare teachers and other professionals to teach speakers of other languages and cultural backgrounds This timely text is designed to be a comprehensive source of teaching techniques and effective educational practices particularly those that meet California s standardized Teacher Performance Assessment that prospective teachers must take This book specifically addresses those standards by presenting explicit expectations that challenge teachers in multilingual multiethnic classrooms Subscribing to a teaching approach that respects and builds second language skills upon a foundation of native language proficiency Teacher Performance Expectations for Educating English Learners contains the most up to date techniques currently available for promoting linguistic proficiency and features multiple effective teaching methods for the educator of English learners The main tenet of the book is that successful English language learning results from a combination of rich interesting content instruction and a fast moving engaging curriculum *Tep Vol 28-N2-3 Teacher Education and Practice*,2016-02-01 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield *Having Hard Conversations* Jennifer Abrams,2009-01-08 A thoughtful map for authentically engaging in and learning from hard conversations Abrams gently teaches us why having these conversations matter and how they can help us grow Eleanor Drago Severson Associate Professor of Educational Leadership Teachers

College Columbia University A wonderful combination of coaching consulting and crafting a way of teaching us all to speak honestly in our relationships Ann Lieberman Senior Scholar Carnegie Foundation for the Advancement of Teaching Our teaching culture is adverse to conflict Having tools like this will move education forward as a profession Michael Grinder National Director and Educational Consultant NLP in Education This book has already changed my life Just by reading it my courage to have hard conversations has soared Beth Madison Principal George Middle School Portland OR Speak with clarity confidence and courage For many educators confronting a colleague about a work related issue can be a daunting matter This insightful book helps educators speak with clarity and courage to directly address difficult situations within their schools Having Hard Conversations provides an interactive personal approach to mastering the art of challenging conversations The author s step by step strategy addresses a wide range of situations including communication with supervisees peers and supervisors Emphasizing that initiative and preparation are the keys to a successful conversation this resource includes Thought provoking questions and first person accounts that help educators become more self aware effective communicators Advice on overcoming personal hesitation about expressing concerns Guidance on identifying goals for the conversation and choosing the best what where and when for a productive discussion Sample scripts and practical tools to help educators prepare for the conversation By addressing important issues directly and professionally educators can find self empowerment and promote an open healthy school environment *Navigating uncharted territory: Understanding how leaders of minority serving institutions have guided their institutions through the COVID-19 pandemic* Robert Terry Palmer, Terrell Lamont Strayhorn, 2023-06-30 **The Teacher's Guide to Success** Ellen L. Kronowitz, 2008 Designed to help teachers have a successful school year this guide is organized by eight topical units that address common overriding concerns in the classroom Paired with a DVD this text provides tips from leading authorities in education examples from live classrooms and printable resources **A New Nation** ,2000 **English Language Learners** David E. Freeman, Yvonne S. Freeman, 2007 Presents information for classroom teachers on working effectively with students with limited English language proficiency *Lesson Plan and Record Book* Teacher Created Resources, 2002-02 Weekly lesson plan pages for six different subjects Records for each of four 10 week quarters can be read on facing pages Plus helpful tips for substitute teachers 8 1/2 x 11 Spiral bound The art of lesson planning Erica Blatt, Jinyoung Kim, 2011-12-30 This booklet is written for pre service teachers in an education program who are in the process of learning how to write a lesson plan This booklet is an introduction to the basic format of a lesson plan and includes a specific structure for writing a lesson plan We have included examples in each section as well as exercises to help pre service teachers gain a better understanding of what to include and not include in each section Lesson Planning for Meaningful Variety in Teaching Richard M. Henak, 1980

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