

SDAIE LESSON PLAN for EDUC 470

TEACHER CANDIDATE Dusty Wittman	DATE May 9, 2016 LITERATURE SELECTION McGraw-Hill Grade 1 Math, Chapter 10	GRADE / Acquisition Level 1 st Grade / Bridging SUBJECT (Content Area) Mathematics	LESSON TITLE What's that shape? LESSON OBJECTIVE SWBAT correctly identify four 3D shapes based on the number of faces and vertices and verbally describe the shape to a partner then write a short essay on how these shapes affect things in our world.
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LANGUAGE STANDARDS AND CONTENT OBJECTIVES

COMMON CORE CONTENT STANDARD 1.G.1: Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes to possess defining attributes.	COLLABORATIVE (engagement in dialogue with others) A.1: <i>Exchanging information and ideas</i> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
INTERPRETIVE (comprehension and analysis of written and spoken texts) B.5: <i>Listening actively</i> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	PRODUCTIVE (creation of oral presentations and written texts) C.11: <i>Supporting opinions</i> Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

INTO, THROUGH, and BEYOND

INTO TW review the lesson objective and have S choral read it. TW display shape names one-by-one and ask students to say the word. SW will make a Flip Book by tracing the word on the tab and then color the shape and write its number of faces and vertices as T shows the shapes and their attributes on the Smartboard (page 709 in textbook). SW show their flip books to a partner to check accuracy. TW ask S at random to give the number of faces and vertices for each shape. Strategies What do you know? Flip Books Pair Share Picture File	RATIONALE SW review shape names and their attributes using images. SW work cooperatively to recall their prior knowledge.	REFLECTION
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Sdaie Lesson Plan Examples

Ben Curran



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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

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

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

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 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 CTCL 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 CTCL 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

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

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

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 & Record Book Teacher Created Resources, Inc, 1999-02

Better Lesson Plans, Better Lessons Ben Curran, 2015-09-25 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement Writing a strong objective to stay focused on the goal of a lesson Creating an end of lesson assessment to gauge the lesson's success Constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you'll find plenty of helpful

examples from math and English Language Arts You ll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom Many of the tools from the book are also available as free downloads from our website www.routledge.com/books/details/9781138838871 [Lesson Planning for Meaningful Variety in Teaching](#)
Richard M. Henak,1980

Unveiling the Magic of Words: A Overview of "**Sdaie Lesson Plan Examples**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Sdaie Lesson Plan Examples**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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