Julio Vargas
12/11/17
EDU 202
Professor Christensen

Spanish Lesson Plan

Lesson: Learning numbers 1-20 in Spanish.

Length: Approximately 30 minutes long.

Grade Level: 6th 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.

En Espanol 2 Lesson Plans

Judd E. Hollander

En Espanol 2 Lesson Plans:

En Español! ,2000 En espa ol is a multi level Spanish program for high school that provides a balanced approach to proficiency and grammar along with interdisciplinary features and projects to build confident communicators   **Spanish Festivals and Traditions - Activities and Teaching Ideas for Primary Schools** Nicolette Hannam,Michelle Williams,2010 An invaluable time saving book that provides intercultural ideas for every month of the year For each festival and tradition there is background information key vocabulary detailed lists of possible teaching activities optional photocopiable worksheets Ideas range from making cards and reading writing poems to playing games and cooking traditional recipes Analysis grids show where and how the Intercultural Strand of the Framework for Modern Languages is covered both by objective and year group The final section provides detailed plans for organizing a Spanish Day in a school an ideal way to raise the profile of modern foreign languages and enthuse both staff and children   **Lesson Planner Ven Conmigo! LV 1 2000** Holt Rinehart & Winston,1998-11   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   **Resources in Education** ,2001-04   **Teaching Spanish in School and College to Native Speakers of Spanish** United States. Office of Education,1973   The Late Eight, Third Edition Ken Mitchell Bleile,2017-11-01 The Late Eight Third Edition provides clinical resources to help clinicians students and academics evaluate and treat late acquired sounds The text is an ideal resource for anyone working with individuals whose speech contains errors affecting s z l r or t Additionally vocalic r is included because it often serves as a step to reaching consonantal r The third edition keeps and slightly modifies the clinical resources while expanding the toolkit to include new essential clinical concepts including evidence based practice Spanish influenced English the curriculum and a new treatment model New to

the third edition 4 new chapters Chapter 1 A Late 8 Update Chapter 2 Using Evidence to Guide Clinical Practice Chapter 3 The Late 8 en espa ol Chapter 4 Speech Sound Disorders Literacy and CurriculumContributing authors provide their expertise As in previous editions resources for each late acquired sound include technical and nontechnical definitions age of acquisition common errors key phonetic environments useful metaphors touch cues initial screening tests stimulability tests demonstrations of place manner and voicing phonetic placement and shaping techniques speech exercises language awareness and speech activities lists of words divided by phonetic and word environments andminimal pairs Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book *Catalog of NIE Education Products* National Institute of Education (U.S.),1975 *Mystery Stories to Learn Spanish & English* Mayela Hess,2008-12-18 The mystery story technique has ten steps follow them and enjoy the trip Your classes will enjoy and learn a great deal by telling these Mystery Stories to their classmates The students will improve their writing reading and oral skills not only in the foreign language they are learning but also in their own native tongue Pick up this book and prepare yourself to take a trip with your students in a mysterious and exciting engaging style that will illuminate the way you teach a foreign language The Publishers Weekly ,1914 **A Spanish Grammar** Alfred Coester,1912 **En Espanol! Lesson Plans, Level 2** Mcdougal Littel,2003-11-12 **Teach Them Spanish!, Grade 5** Waltzer-Hackett,2014-12-01 Teach Them Spanish is for the teacher who has a little knowledge of Spanish and a lot of enthusiasm This book guides you through practical lessons in beginning Spanish so that students with little or no previous Spanish will experience the thrill of success with a second language Lessons appropriate for fifth graders are organized by topics familiar to the student such as colors clothing food family and animals Each lesson includes a simple to follow teacher lesson plan a practice page and activity pages Lessons also include games puzzles songs chants and writing activities Try this fun and practical program for teaching and learning basic Spanish **Catalog of NIE Education Products** ,1978 *Mi Cuaderno de Español* Margit W. MacRae,1960 **Teacher Education for Inclusive Bilingual Contexts** Patricia Martínez-Álvarez,2021-12-30 This text demonstrates how collective reflection can function as a central part of effective teacher preparation for work in inclusive bilingual environments Through analysis of rich qualitative data Teacher Education for Inclusive Bilingual Contexts shows how group reflection supports pre service educators to recognize the intersectional circumstances faced by students and understand their identities beyond the possible confines of disability This in turn engenders reconceptualization of standardized expectations and implicates the educator in developing student agency through individualized use of routine language and materials The author offers cultural historical activity theory and disability studies in education as a basis for dialectal interactions to unearth contradictions and misunderstandings surrounding language acquisition and the learning of emergent bilinguals and highlight the ways in which educators can disrupt oppressive practices through expansive learning opportunities This insightful volume will be of interest to

researchers scholars and postgraduate students in the fields of inclusive education and disability studies bilingual and language education and teacher education   **Catalogue** University of Puerto Rico (1903-1966),1924   **Jouons Tous Ensemble** ,   **Juguemos Todos Juntos** ,   **Episodios en español y en inglés...** Rafael Diez de la Cortina,1907

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