

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.

Sample Lesson Plan For Spanish

Angela Carrasquillo, Philip Segan



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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/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

Key Issues in the Teaching of Spanish Pronunciation Rajiv Rao, 2019-04-24 Key Issues in the Teaching of Spanish Pronunciation From Description to Pedagogy is a resource that encourages Spanish teachers and curriculum designers to increase their incorporation of pronunciation into the classroom Combining theory and practical guidance it will help language practitioners integrate the teaching of Spanish pronunciation with confidence and effectiveness The international group of scholars across its 15 chapters is made up of individuals with well established research records and training in best pedagogical practices Key features A range of topics including vowels various classes of consonants prosody the use of

technology the role of orthography the importance of both perception and production individual learner differences and teacher training Overviews of descriptive empirical and acquisition based research associated with each aspect of the Spanish sound system Guidance on the difficulties that teachers face when incorporating the teaching of pronunciation into the classroom Clear explanations of concepts accompanied by an abundance of concrete examples and references Multiple sample activities and lesson plans tailored to different levels and backgrounds of students A bilingual glossary of terms to help the content reach the widest audience possible Written in a clear and accessible manner Key Issues in the Teaching of Spanish Pronunciation is an essential resource for teachers of Spanish at all levels It is also an excellent reference book for researchers and both undergraduate and graduate university students interested in Spanish phonetics and language acquisition

Spanish Lesson Plans for Kids, 2013-04-05 Spanish Lesson Plans for Kids is an activity and content based curriculum that immerses young learners in the Spanish language Developed by professional educators with over forty years of combined teaching experience this 40 lesson scaffolded curriculum engages learners in stimulating language infused activities that are fun and age appropriate including content rich instruction in math science art and physical education Beginning with Lesson 1 Who am I the lessons follow a logical progression of thematic units Colors Numbers Shapes Places Around the House Clothing Seasons Parts of the Body Positional Words Food Family Animals and Descriptive Words culminating in an activity that combines games food music and crafts The lessons identify clear goals and learning objectives and include play based assessments of learners developing proficiency Extension activities offer students additional learning opportunities and cultural experiences as they dance and sing to music from across the Spanish speaking world Informed by language acquisition theory Spanish Lesson Plans for Kids emphasizes the development of student proficiency in speaking and listening through the use of the target language in real world contexts An adventure in learning for teachers and students

Teaching Foreign Languages in the Block Deborah Blaz, 2013-11-20 Provides detailed instructional strategies sample lesson plans and sample assessments so that foreign language teachers can make the best use of the additional time

The Teaching of Reading in Spanish to the Bilingual Student: La Enseñanza de la Lectura en Español Para El Estudiante Bilingüe Angela Carrasquillo, Philip Segan, 2013-10-14 This dual language text provides theory and methodology for teaching reading in Spanish to Spanish English bilingual or Spanish dominant students The goal is to help educators teach these students the skills necessary to become proficient readers and thus successful in the school system At the very core of the book are the hispano parlantes the Spanish speaking children who bring to the schools along with their native language and cultures a wealth of resources that must be tapped and to whom all educators have a responsibility to respond True to the concepts of developing bilingual educators to serve bilingual students the text presents chapters in English and Spanish Each chapter is written in only one language at the preference of the author Thus to be successful with this book the reader must be bilingual Themes emphasized in the text include current reading methodologies the concept of

reading as developmental literacy skills reading in the content areas new views of the development of proficiency in the second language issues related to students with special learning needs assessment and the uses of technology in the delivery of instruction Never losing sight of its goal to teach reading in Spanish to bilingual or Spanish dominant students the book includes a series of focusing questions and follow up activities these are not simply translations of existing activities strategies and techniques intended for monolingual English students but specifically designed to be appropriate for Spanish speaking students Directed to university preservice and in service instructors of reading and bilingual education as well as administrators and district and school level staff developers who work with Hispanic populations the book is sensitive at all times to nuances of the languages and cultures of the intended audiences **Resources in Education** ,1998 **Research in Education** ,1973

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 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

Transforming World Language Teaching and Teacher Education for Equity and Justice Beth Wassell,Cassandra

Glynn,2022-04-29 This edited book expands the current scholarship on teaching world languages for social justice and equity in K 12 and postsecondary contexts in the US Over the past decade demand has been growing for a more critical approach to teaching languages and cultures in response this volume brings together a group of scholars whose work bridges the fields of world language education and critical approaches to education Within the current US context the chapters address the following key questions 1 How are pre service or in service world language teachers professors embedding issues understandings or content related to social justice human rights access critical pedagogy and equity into their teaching and curriculum 2 How are teacher educators preparing language teachers to teach for social justice human rights access and equity

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

Bilingual Special Education for the 21st Century: A New Interface Colón, Gliset,Alsace, Tamara O.,2022-05-13 Bilingual students with disabilities have an established right to be educated in their most proficient language However in practice many culturally and linguistically diverse students still do not receive the quality of education that they are promised and deserve Multilingual learners with disabilities must be acknowledged for the assets they bring and engaged in classroom learning that is rigorous and relevant Bilingual Special Education for the 21st Century A New Interface addresses the complex intersection of bilingual education and special education with the overlay of culturally and linguistically sustaining practices This work provides practical solutions to current dilemmas and challenges today s educators of multilingual learners with disabilities face in the classroom Covering topics such as dual language education identification practices and transition planning this book is an essential resource for special education experts faculty and administration of both K 12 and higher education pre service teachers researchers and academicians

A Study of the Effects of Intensive Oral-aural English Language Instruction, Oral-aural Spanish Language Instruction and Non-oral-aural Instruction on Reading Readiness in Grade One Thomas D. Horn,1966

Spanish Vocabulary Learning in Meaning-Oriented Instruction Joe Barcroft, Javier Muñoz-Basols, 2021-09-28

Spanish Vocabulary Learning in Meaning Oriented Instruction is the first comprehensive overview of current research and instructional practices into Spanish vocabulary acquisition through the lens of Meaning Oriented Instruction MOI Key features a breadth of topics including language variation input tasks and processing specificity incidental learning idiomatic language lexicographic perspectives lexicosemantic representation vocabulary testing and receptive and productive vocabulary a combination of theory and practical guidance highlighting pedagogical best practices in the teaching of vocabulary guidance on the difficulties teachers face when teaching vocabulary in the classroom clear explanations with plenty of examples and useful references tasks and activities that help teachers move from a traditional curricular approach to a more innovative and engaging one focused on communicating completing tasks and learning content Written by an international cohort of scholars in a succinct and accessible manner Spanish Vocabulary Learning in Meaning Oriented Instruction is an essential resource for teachers of Spanish at all levels It is also an excellent reference book for researchers and both undergraduate and graduate students interested in Spanish vocabulary acquisition

Speech Sound Disorders

Ken M. Bleile, 2023-11-10 With three new chapters and updates throughout Speech Sound Disorders For Class and Clinic Fifth Edition offers a readable and practical guide on the care of speech sound disorders It emphasizes evidence based principles and procedures that underlie almost all clinical approaches making this an ideal textbook for a wide variety of undergraduate and graduate courses The text is divided into four parts Foundations Speech Development Assessment and Treatment Contributors supporting Ken E Bleile s longstanding text include Todd A Bohnenkamp Jaimie L Gilbert Samantha Ehler Lindsey R Squires Blair M Voigt Carlin Hageman and Evette Edmister Key Features Each chapter begins with learning objectives and key words and ends with conclusions and review questions Readable and practical discussions of complex clinical topics Coverage of speech sound disorders from infants through adults Clear link between speech development and clinical decision making Emphasis on underlying principles and procedures New to the Fifth Edition Three new chapters Treatment Approaches by Blair M Voigt Motor Learning by Carlin Hageman Late Sounds en Espa ol by Lindsey R Squires Updated developmental speech milestones incorporate the latest information from multiple languages 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

Basic Spanish Grammar: Teacher's manual Ana C. Jarvis, 1981 Reviews first and second level Spanish and introduces third level concepts using conversational exchanges practice exercises and self tests

Spanish Heritage

Learners' Emerging Literacy Flavia Belpoliti, Encarna Bermejo, 2019-08-19 Spanish Heritage Learners Emerging Literacy Empirical Research and Classroom Practice introduces a comprehensive multi level empirical study on the writing abilities of Spanish Heritage Learners at the beginner level the findings guide a broad selection of instructional activities and pedagogical resources to support writing development in the heritage language classroom This is the first book dealing

exclusively with writing competence among Spanish Heritage Language Learners through the integration of empirical evidence and instructional perspectives to address core questions on heritage language literacy In addition to the in depth analysis of Spanish production spelling verb usage grammatical features vocabulary and discourse organization the volume revises the latest perspectives within the Heritage Language Education field and provides effective teaching approaches innovative classroom implementations and up to date resources This versatile volume designed for researchers and practitioners in the fields of Bilingual Education Language Teaching Methods and Heritage Language Pedagogy integrates empirical evidence global perspectives on heritage language teaching and suggestions for further research

Making Math Accessible to English Language Learners (Grades 6-8) r4Educated Solutions,2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics The tips and suggestions are based on research in practices and strategies that address the affective linguistic and cognitive needs of English language learners

Making Math Accessible to English Language Learners (Grades 9-12) r4Educated Solutions,2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics The tips and suggestions are based on research in practices and strategies that address the affective linguistic and cognitive needs of English language learners Although this resource centers on teaching English language learners many of the tips and suggestions benefit all students Making Math Accessible for English Language Learners follows five case studies of composite student profiles throughout the book with opportunities for reflection to increase personal awareness of both the teacher s role and students needs in the mathematics classroom tasks to provide interaction with the content of the book and hot tips for ideas applicable to real world classroom situations

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