

Blended Instruction Lesson Plan

Title Spanish Vocabulary: Dog and Cat	
Learning Objectives By the end of this lesson, students should be able to recognize and appropriately use the Spanish words for dog and cat.	
Computer-Based Component(s) Students will watch a captioned video involving a dog and a cat arguing in Spanish. Students will later re-watch the video in English.	In-Person Component(s) Students will collaboratively interpret the video, summarizing the story of the dog and the cat. I will walk students through the unfamiliar vocabulary in the video on the second play-through. Students will work together to create their own story in Spanish about a dog and a cat. Students will act out their stories for the class.
Instructional Sequence <ol style="list-style-type: none">1. Watch the video in Spanish as a class.2. Collaboratively translate the video.3. Re-watch the video in English, pointing out troubling vocabulary.4. Students pair up to write their own stories.5. Student pairs act out their stories for the class.	

Lesson Plan Sample Double Entry

JA Banks



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Planning for Successful Reading and Writing Instruction in K-2 Antoinette Cerulli Fornshell, 2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2 **Allen's Forty Lessons in Practical Double Entry Book-keeping ...** George Allen, 1891 **Teaching Content Reading and Writing** Martha Rapp Ruddell, 2004-01-27 With the passage of the No Child Left Behind Act and Increasing pressures on teachers to produce results true literacy is no longer optional all the more so in a technological world where adolescent literacy has become increasingly diverse and complex In this new edition of Teaching Content Reading and Writing Martha Rapp Ruddell provides you with the evidence based theories and practices you need to rise to the demand of today s schools and to make decisions about the most effective ways to teach today s learners Updated and revised in light of the evolving realities of adolescent lives and literacies Teaching Content Reading and Writing Fifth Edition offers a wealth of ready to implement ideas and features to help you achieve success in your classroom including Up to date discussions of adolescent literacies including digital literacies such as iPods pod casts IM and blogs Suggestions for content area instruction that supports the needs of all learners Centerpiece Lesson Plans that show you how to apply and adapt instructional strategies for specific content area lessons How To Do feature step by step instructions you can use to plan lessons Creating Strategic Readers Writers and Learners specific suggestions for helping your students take charge of their own learning and become confident learners Online Video Vignettes of real teachers teaching real students let you see how the strategies play out in the classroom Opening chapter classroom scenarios Double Entry Journal prompts end of chapter What This Chapter Means to You and other guides to connect what you learn to your own experience and classroom Book jacket *Effective Strategies for Teaching in K-8 Classrooms* Kenneth D. Moore, Jacqueline Hansen, 2011-01-28 Featuring a wealth of reflection activities and connections to standards this concise easy to read teaching methods text equips students with the content knowledge and skills they need to become effective K 8 teachers The book maximizes instructional flexibility reflects current educational issues highlights recent research and models best pedagogical practices Current and realistic examples a section in each chapter on using technology in the classroom and material on differentiating instruction for diverse learners including students with special needs and English language learners make this a must have resource for any K 8 teacher *Resources in Education* , 1997-04 **Tutoring Adolescent Literacy Learners** Kelly Chandler-Olcott, Kathleen A. Hinchman, 2005-02-23 Filling a key need among educators and literacy volunteers this is the first hands on guide for tutoring students with literacy difficulties in grades 6 12 Grounded in the most current literacy research the book reflects the authors

25 years of combined experience working with tutoring programs Every page features practical ideas for carrying out the entire process of tutoring assessing teenagers strengths weaknesses and interests selecting appropriate engaging materials and fostering development in comprehension word study fluency and composition Special features include concrete examples and activities from over 20 tutors a Q and reproducible planning forms in a large ready to use format New York Teachers' Monographs ,1902 Tools for Teaching in the Block Roberta L. Sejnost,2009-04-09 It is not unusual for teachers to feel overwhelmed when their school shifts from a traditional bell schedule to a 90 minute block Sejnost guides teachers from feelings of apprehension and nervousness to those of confidence and excitement by giving them tools and research based strategies to reach their students in new and challenging ways Nancy W Sindelar Instructor and Consultant California State University San Bernardino Sejnost presents strategies that enable students to locate synthesize evaluate retain and utilize information as successful adolescent learners and as successful adults in our fast paced knowledge driven society Nancy K MaGill Program Director Our American Voice Barat Education Foundation Effectively use extended class periods to enhance student achievement Roberta L Sejnost offers an alternative to the usual lecture format to help teachers create coherent effective lessons for extended blocks of instructional time no matter what the subject or grade level This book provides teachers with a four phase lesson planning framework and numerous teaching strategies to build higher level thinking skills and increase student learning Teachers can use practical research based methods and tools such as cooperative learning quality questioning and graphic organizers to reach secondary students The author includes reproducible blackline masters for classroom use plus activities for Preparing students for learning by fostering their prior knowledge helping them set a purpose for reading and learning and teaching the vocabulary necessary for understanding Helping students actively interact with and process what they have learned Clarifying and reinforcing content and taking learning to the next level Tools for Teaching in the Block enables educators to take advantage of block scheduling to promote reading writing and critical thinking in adolescents *Keys to the Secondary Classroom* Rain Bongolan, Ellen Moir, Wendy Baron, 2009-11-16 The suggestions and tips give teachers a solid start to their year and help their students achieve This book has a unique focus on secondary teachers Janet Crews Secondary Instructional Coordinator Clayton School District MO A blueprint for successful teaching an entire year of teaching methods in one volume This book is jam packed with practical useful forms to guarantee a meaningful year for both the students and especially the teacher Ronald W Poplau Social Studies Teacher Shawnee Mission Northwest High School KS An easy to use source for all the strategies you need to thrive in the secondary classroom Preparing adolescent students for today s increasing demands requires commitment organization subject matter knowledge and passion But with the right strategies and tools first year secondary school teachers can approach this challenge with greater confidence and ease Leveraging a wealth of information and research from the New Teacher Center this user friendly guide provides a solid foundation for classroom management lesson planning and assessment Teachers will learn step by step

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Fisher,2011-10-14 **Surviving the Move and Learning to Thrive** is a collection of seven chapters that provide tools for all students especially struggling and reluctant learners to find a better path to learning while moving through middle and high school Each chapter addresses critical areas of need from learning styles to parent involvement in a way that is easy to understand and implement **Learning for Keeps** Rhoda Koenig,2011-03-30 **Learning for Keeps** answers the questions teachers frequently ask about how to provide the explicit strategy instruction that supports the higher level skills students need to meet the rigorous demands of the Common Core Standards Teachers recognize that students often do not come to our classrooms with the skills necessary for the activities and projects that require solving problems reading deeply responding to higher levels of text complexity communicating well developed ideas and performing the many cognitive behaviors necessary for long term intellectual development Here s a highly practical book that gives teachers the specific knowledge and larger vision needed to demystify essential strategies with explicit instruction The reader will come away with a tutorial in breaking down complex strategies into incremental parts models of scripted explicit strategy lessons examples of coaching transactions that mediate students application of strategies and scaffolded activities that integrate content and process **Learning for Keeps** is an indispensable tool for enabling all students to independently select and apply the behaviors needed for becoming highly literate and thoughtful citizens prepared for college and 21st century careers **WHAT**

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Book-keeping Christopher Columbus Marsh,1851 English Learner Instruction through Collaboration and Inquiry in Teacher Education James F. Nagle,2013-10-01 In an era of accountability and increased demand of literacy competency this book provides examples of how teacher educators and teachers have come together to learn from each other and from English learners The chapters in this book follow a teacher learning framework that highlights joint work features inquiry into practice and integrates disciplinary content knowledge with culturally and linguistically responsive teaching While the

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