

Foreign Language Lesson Plan Template

MMS – Spring 2014

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<b>Class:</b>	701 – 7 <sup>th</sup> Grade			
<b>Context:</b>	Spanish			
<b>Unit (Theme/ Central Focus):</b>	Verb to know – <i>conocer/ saber</i>			
<b>Lesson (Aim):</b>	I understand the difference between the verbs <i>saber</i> and <i>conocer</i> and know when to use the verb in a sentence.			
<b>Duration:</b>	40 minutes	<b>Date:</b> February 26, 2015		
<b>Standards:</b>	<b>ACTFL</b> Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.			
<b>Objectives:</b>	<b>Functional Objective(s)</b>	Students know how to conjugate the verbs <i>saber</i> and <i>conocer</i> in a sentence. Students know how to use the verb in a dialogue with their partner		
	<b>Language:</b>	<b>Vocabulary:</b> <i>saber, conocer</i> <b>Vocabulary Review:</b> <i>jugar, leer, escribir, comer, esquiar, nadar, zapatos, lapiz, montar bicicleta, patinar, tocar un instrumento, tocino, enseñar</i> <b>Structures:</b> ( <i>¿</i> ) Verbo _____.( <i>?</i> )		
	<b>Other (Cultural, subject content, etc.)</b>			
<b>Expected Evidence of Learning (Assessment)</b>	<b>Classwork activity</b> <ul style="list-style-type: none"> <li>Participation – Conjugate the verb, determine pictures using the verb, dialogue with whole class/partner</li> <li>Written work – Individually complete dialogue, and an mini quiz – translate sentences and question using the verb.</li> </ul>			
<b>Procedures:</b>	<b>Review</b> 1. Students will look at the pictures write if the word is a noun or a verb. a. Students explain what a noun, verb and adjective is. <b>Homework</b> 2. Students write their homework down. <b>The Objective</b> 3. Present the objective of the lesson. Tell students to write down the verbs <i>saber</i> and <i>conocer</i> in their notebooks. 4. Explain that in English <i>saber</i> and <i>conocer</i> is one word. Ask students to pay attention the differences in the verb. <b>Direct Instruction/ Whole Class Participation</b> 5. Conjugate the first verb for <i>saber</i> and <i>conocer</i> . ( <i>Let students continue to write conjugations on their own.</i> ) Say the verb and have student			

# Foreign Language Lesson Plan Template

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## **Foreign Language Lesson Plan Template:**

*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

*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 McGill 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

**Primary Languages**

**In Practice: A Guide To Teaching And Learning** Jones, Jane, McLachlan, Angela, 2009-10-01 Presents a framework of professional development for primary languages teachers The book is aimed principally at trainee teachers on specialist primary languages training programmes but also provides guidance for those on general Primary PGCE programmes

TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy Crawford, Jenifer, Filback, Robert A., 2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve as a critical addition to current literature in TESOL TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians

**Handbook of Research on Training Teachers for Bilingual Education in Primary Schools** Estrada Chichón, José Luis, Zayas Martínez, Francisco, 2023-02-06 Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending along with many other factors on the initial training of bilingual education teachers On this basis it is necessary to review how tertiary education institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work Covering key topics such as teacher training language learning and primary education this reference work is ideal for administrators teacher trainers policymakers researchers scholars practitioners academicians instructors and students

**Paradigm Shifts in 21st Century Teaching and Learning** Orakcı, Şenol,2020-04-24 One of the most important transformations in the world today is the adaptation to education and teaching methods that must be made to enhance the learning experience for Millennial and Generation Z students The system in which the student is passive and the teacher is active is no longer the most effective form of education Additionally with the increased availability to information knowledge transfer is no longer done solely by the teacher Educators need to become moderators in order to promote effective teaching practices Paradigm Shifts in 21st Century Teaching and Learning is an essential scholarly publication that examines new approaches to learning and their application in the teaching learning process Featuring a wide range of topics such as game based learning curriculum design and sustainability this book is ideal for teachers curriculum developers instructional designers researchers education professionals administrators academicians educational policymakers and students

Content-based Second Language Teaching and Learning Marjorie Hall Haley,Theresa Y. Austin,2004 This text examines second language pedagogy from two critical fields of literature psycholinguistics and socio cultural offering a fresh perspective on interactive content based language teaching and learning Unique in its kind this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market making it a perfect match for undergraduate pre service teachers who are learning how to teach ESL students in their classrooms Novice teachers will have the opportunity to interact with the text reflect and consult with colleagues partners and classmates by being able to write in the text revisit those responses and view video clips on the Companion Website **Language Arts** Marjorie R. Hancock,2007 CD ROM contains a database of information on thousands of children s literature titles which helps you find titles for a lesson unit or read aloud or for one specific reader User can search by topic author genre or title Software must be installed from CD *Classroom Connect* ,1998 **Culture and Science Education** Wilton Lodge,Justin Dillon,2026-03-19 This edited book containing 15 chapters from some of the leading figures in the field aims to bring in underrepresented voices communities and perspectives to think beyond the current science education paradigm **PCs for Teachers** Pamela R. Toliver,Carol Kellogg,1997 B T S A 24 99 7 16 98 **Teaching and Computers** ,1988 Field Experience Guide:Resources for Teachers of Elementary and Middle School Mathematics John A. Van de Walle,2003-04 Part I contains useful handouts guidelines and rubrics for observation and assessment Part II offers activities and lesson plans that students can use during their field experiences 55 fully formatted Black Line Masters are included **Teaching and Learning with Technology** Judy Lever-Duffy,Jean B. McDonald,2008 Written by teachers for teachers this text offers a clear and current look at the range of educational technologies and how teachers can effectively use technology to enhance learning Written by Teachers for Teachers this text provides readers with a clear understanding of educational media and how it can be used effectively to enhance learning The text explores the current and emerging technologies and multimedia available to teachers while consistently maintaining an instructional focus Pre service and in service teachers **Teaching**

**with the Internet** Beverley E. Crane,2000 STRATEGIES AND MODELS FOR K 12 CURRICULA GO TO [www.bhamwebnet.edu/policies.htm](http://www.bhamwebnet.edu/policies.htm) FOR INTERNET POLICIES AND USE ADAPTED BY BELLINGHAM PUBLIC SCHOOLS [The Software Encyclopedia 2000](#) Bowker Editorial Staff,2000-05 **The English Teacher's Companion** Jim Burke,2008 Teachers and teacher educators asked for the latest research on literacy more information about national standards ways to consider gender in instruction advice for teaching Advanced Placement classes ideas for teaching media literacy and incorporating technology effectively into instruction even more resources for mentoring new teachers analysis of how trends in society culture and politics impact teachers and their classrooms And Jim delivers He has revamped his introductory chapters on literacy learning to include up to the minute thinking from the field and he has incorporated lists of key standards and helpful suggestions for reaching them His practical strategies turn recent findings on literacy and gender into well designed research based instruction and his ideas help you meet the very different needs of AP students by understanding their goals and providing them with appropriate challenges **Learning and Leading with Technology** ,2003 [Current Index to Journals in Education](#) ,1997 **Teaching in the Middle and Secondary Schools** Richard Dean Kellough,Jioanna Carjuzaa,2006 Teaching in the Middle and Secondary Schools 8e is a highly practical book for teachers in middle school and secondary schools Teachers will find practical classroom applications for planning instruction selecting and using instructional strategies and assessment Its modular format includes exercises and post tests in each module Inservice Teachers in Middle and Secondary Schools

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