

# WORLD LANGUAGE LESSON PLAN

**Unit:** Bon Voyage

**Class/Grade Level:** III

**Lesson Number:** I

## STAGE 1: What will students know and be able to do at the end of this lesson?

*What are the learning targets for this lesson?*

### Do

- ✓ Interpretive Listening
- ✓ Interpretive Reading
- ✓ Interpersonal Communication
- ✓ Presentational Speaking
- ✓ Presentational Writing

Learning Target: I can classify cultural products, practices, and perspectives. I can understand the importance of culture.

### Know

*What vocabulary, structures and/or culture do students need to know in order to do what you have targeted?*  
Vocabulary related to culture (arts, entertainment, etc.)

## STAGE 2: How will you know that students met the learning targets?

*What will they do to demonstrate that to you and themselves?*

Students will create webs organizing their ideas about culture based on the 3 main categories.

## STAGE 3: How will you facilitate the learning?

*What activities will be used that will allow students to meet the learning targets?*

*What will the teacher be doing? What will the students be doing?*

### Bell Ringer/Sponge/Warm-up (5 min.)

*How can you capture the students' energy and commitment for today's lesson?*

Warm Up: Students will create graphic organizer webs answering the question, "What is culture?"

Time:

5 min.

### Learning Episode (21 min.)

*Primetime 1 – Practice/Downtime – Primetime 2*

1. Introduction:
  - a. Introduction of new section of unit
  - b. Review agenda
  - c. Review learning targets
2. New Material:
  - a. Define culture: products, practices, perspectives
  - b. Turn & Talk about Warm Up
3. Regroup:
  - a. Watch segments from videos of different people discussing what culture is
  - b. Students should be adding to their webs as they listen to the videos
4. Whole Class:
  - a. Create a class web on the board of students' ideas about culture
5. Brain break

Time:

5 min

2 min

3 min

5 min.

5 min.

1 min.

### Learning Episode (21 min.)

*Primetime 1 – Practice/Downtime – Primetime 2*

1. Students are put into discussion groups, distribute viewing guide for TedxTalk
2. Introduction

Time:

1 min.

4 min.

# Fcps World Language Lesson Plan

**Xiang Xie**



## **Fcps World Language Lesson Plan:**

*Activities, Games, and Assessment Strategies for the World Language Classroom* Amy Buttner Zimmer, 2014-11-27 This bestselling book is filled with fun activities you can use to engage students in learning a world language No matter what language and grade level you teach you will love having a wide variety of tools at your disposal from quick warm up exercises to longer games and group activities Inside you ll find Essential teacher tools and student organizational tools Strategies to promote and monitor class participation including student self assessments Strategies to promote and assess oral proficiency such as prompts quick chats and role plays Warm up activities and five minute transitional activities Individual pair and group practice activities with modification suggestions Games that make learning fun with clear directions for how to do them Great websites and other resources to check out for more ideas The enhanced second edition features updated activities and technology suggestions throughout as well as a tabbed design so it s easier to return to your favorite sections again and again Bonus The book comes with more than 30 templates charts rubrics and game boards that can be photocopied from the book or downloaded as eResources from the book product page at [www.routledge.com/books/details/9781138827295](http://www.routledge.com/books/details/9781138827295) You can modify and print them for classroom use

## **Charting the Course for Collaborative Teams**

Sharon V. Kramer, 2021-04-23 Develop the know how to work collaboratively within the PLC at Work process to overcome barriers and challenges in your priority school Edited by Sharon V Kramer this must read anthology brings together numerous contributors who share the strategies they used to successfully turn around underperforming schools Rely on their specific suggestions and purposeful actions to guide the work of your collaborative teams on a daily basis Understand how to effectively implement the PLC process to support school improvement efforts Receive replicable research based strategies and processes for turning around underperforming schools and districts Study the experiences of educators who have worked with priority schools and solved common challenges and pitfalls within them Explore equitable practices for working with various student populations within priority schools such as English learners students in need of intervention and students who will benefit from learning extensions Understand how to collaboratively gather analyze and take action on data to inform school improvement efforts Contents Introduction Chapter 1 Teaching the Behaviors You Expect Joe Cuddemi Chapter 2 Rethinking SMART Goals to Accelerate Learning Gerry Petersen Incorvaia Chapter 3 Adopting the Ten Day Collaborative Cycle Tamie Sanders and Dana Renner Chapter 4 Answering the First Critical Question From an English Learner s Point of View Dianne Kerr Chapter 5 Getting Students to Grade Level Reading Fast Tammy Miller Chapter 6 Working Together to Ensure All Students Learn Mathematics Sarah Schuhl Chapter 7 Understanding the Story Data Tell Dana Renner Chapter 8 Moving From a Flooded to a Balanced Intervention Pyramid Gerry Petersen Incorvaia Chapter 9 Making Proficient Students a Priority Michael Roberts

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**ESEA, Framework for Change** United States. Congress. Senate. Committee on Labor and Human Resources,1994 *Connected Newsletter* ,2004 **Spanish across Domains in the United States** ,2020-07-27 This edited volume adopts a new angle on the study of Spanish in the United States one that transcends the use of Spanish as an ethnic language and explores it as a language spreading across new domains education public spaces and social media It aims to position Spanish in the United States in the wider frame of global multilingualism and in line with new perspectives of analysis such as superdiversity translanguaging indexicality and multimodality All the 15 chapters analyze Spanish use as an instance of social change in the sense that monolingual cultural reproduction changes and produces cultural transformation Furthermore these chapters represent five macro regions of the United States the Southwest the West the Midwest the Northeast and the Southeast Congressional Record United States. Congress,2013

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Deaf Education and Challenges for Bilingual/Multilingual Students Musyoka, Millicent Malinda,2022-01-07 Biliteracy or the development of reading writing speaking listening and thinking competencies in more than one language is a complex and dynamic process The process is even more challenging when the languages used in the literacy process differ in modality Biliteracy development among deaf students involves the use of visual languages i e sign languages and auditory languages spoken languages Deaf students sign language proficiency is strongly related to their literacy abilities The distinction between bilingualism and multilingualism is critical to our understanding of the underserved the linguistic deficit and the underachievement of deaf and hard of hearing D HH immigrant students thus bringing the multilingual and immigrant aspect into the research on deaf education Multilingual and immigrant students may face unique challenges in the course of their education Hence in the education of D HH students the intersection of issues such as biculturalism multiculturalism bilingualism multilingualism and immigration can create a dilemma for teachers and other stakeholders working with them Deaf Education and Challenges for Bilingual Multilingual Students is an essential reference book that provides knowledge skills and dispositions for teaching multicultural multilingual and immigrant deaf and hard of hearing students globally and identifies the challenges facing the inclusion needs of this population This book fills a current gap in educational resources for teaching immigrant multilingual and multicultural deaf students in learning institutions all over the world Covering topics such as universal design for learning inclusion literacy and language acquisition this text is crucial for classroom teachers of deaf or hard of hearing students faculty in deaf education programs language instructors students pre service teachers

researchers and academicians      **Instructor** ,1997      Children's Creative Inquiry in STEM Karen Janette Murcia,Coral Campbell,Mathilda Marie Joubert,Sinead Wilson,2022-04-05 This edited volume brings together international research that explores children s creativity in STEM inquiry It takes the position that creativity is relevant in all aspects of life and is essential for adaptable and innovative thinking The research informed content of the book highlights both challenges and opportunities for growing children s creativity The book focuses on fostering children s creativity and natural curiosity in the world around them through STEM inquiry Through STEM inquiry children are learning through a cross disciplinary approach where they apply concepts from multiple fields as they are thinking creatively problem solving and constructing solutions Educators play a critical role in encouraging children s creativity by modelling creativity providing creative projects for children and importantly establishing rich culturally connected environments where children have the resources conditions and opportunities for acting and thinking creatively The book provides a lens for looking at children s creativity in a range of different cultural settings It offers insight and guidance to future research and will build educators capacity for developing children s creative practices      Learning and Leading with Technology ,2004      **Teaching Kids with Learning Difficulties in the Regular Classroom** Susan Winebrenner,2006 Includes more than fifty reproducible forms and handouts Provides forms in Microsoft Word and PDF formats      **Indian Medical Journal** ,1947      **The Black Collegian** ,1996      **Voices of Mexico** ,1986      The Engineer ,1874      *Who's who in American Education* ,1990      *New Acronyms and Initialisms* ,1975      *Indian and Pakistan Year Book and Who's who* Sir Stanley Reed,1970 Issues for 1919 47 include Who s who in India 1948 Who s who in India and Pakistan

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