CALLA Lesson Plan Template

Instructor	
Lesson Title	Learning Numbers
Subject	Math
Grade Level	Kindergarten
Content Objectives	Kindergarteners will learn to represent solve addition problems using 0-10.
Language Objectives	**Goal 2, Standard 1** To use English to achieve academically in all content areas. Students will use English to interact in the classroom. **Goal 2, Standard 3** To use English to achieve academically in all content areas. Students will use appropriate learning strategies to construct and apply academic knowledge.
Strategy Objectives	**Cognitive Strategies:** Students will use a recording sheet to record addition problems presented with manipulatives. **Vocabulary Learning:** Students will practice "reading" addition problems using the correct vocabulary. **Social/Affective Strategies:** Students will cooperate with a partner to generate addition problems with a die.
Materials:	- Book: 12 days to get to 12 by Eve Merriam - Flannel Board - Flannel Cut out of ladybugs, Hen, and Chicks - Word cards of addition, add, more, equals - Number card 1-10 - Math signs, addition sign and equal sign - Unifix cubes - Addition Body Part Dance Song
Procedures:	**Preparation:** Determine what students already know. **Presentation:** Present new information in a concrete way. **Practice:** Students will practice the strategies just learned to create addition problems. **Evaluation:** Teacher evaluation of the practice and progress of children.

Calla Lesson Plan Example

Matthew S. Winsor

Calla Lesson Plan Example:

Approaches to Inclusive English Classrooms Kate Mastruserio Reynolds,2015-03-02 This book provides educators with an accessible guide to best practices concerning content based instruction CBI models and their use in English learner inclusive classrooms The author effectively bridges the gap between theory and practice with a critical analysis of practical examples and diverse strategies for the inclusion of English learners into K 12 general education courses The book also raises controversial questions regarding who is qualified to teach English learners and who is responsible for doing so looking at the difficulties faced by both general educators and ESL teachers in Inclusive Classrooms By providing a lens through which both ESL teachers and general educators are able to analyze compare and contrast a range of widely employed CBI methods this book allows teachers to make informed decisions in their EL program development and work with English learners in K 12 schools **Georgetown University Round Table on Languages and Linguistics (GURT) 1990: Linguistics, Language Teaching and Language Acquisition** James E. Alatis,1990-12-01 The CALLA Handbook Anna Uhl Chamot,J. Michael O'Malley,1994 Includes units on science mathematics social studies and literature and composition **Learning Strategy Instruction in the Language Classroom** Anna Uhl Chamot,Vee Harris,2019-05-10 This comprehensive collection comprising both theoretical and practical contributions is unique in its focus on language learning strategy instruction LLSI The chapters written by leading international experts embrace both sociolinguistic and psycholinguistic perspectives The issues presented include different models of strategy instruction and how they can be tailored according to context and the learners age and attainment level The collection will be an important resource for researchers in the field both for its critical perspectives and its guidance on collaborating with teachers to design interventions to implement strategy instruction It also identifies key areas for research including the teaching of less studied groups of strategies such as grammar and affective strategies The book will prove equally valuable to language teachers through the provision of detailed teaching materials and tasks Those engaged in professional development whether pre or in service teacher education will find a wealth of concrete ideas for sessions courses and assignments *Special Populations in Gifted Education* Jaime A. Castellano,Andrea Dawn Frazier,2021-09-23 A gifted education Legacy Award winner Special Populations in Gifted Education Understanding Our Most Able Students From Diverse Backgrounds brings together the leading experts in the field who combine both knowledge of and leadership experience with gifted students from diverse backgrounds Public schools are as diverse as ever and as a result historically underrepresented students need to be included in gifted education programs that serve our most able students This edited book helps to raise the awareness level and knowledge base of all educators particularly teachers of the gifted who work with a kaleidoscope of special populations in gifted education Chapters in this volume focus on topics such as gifted education in rural environments highly gifted learners twice exceptional children gifted females gifted and talented students on the autism spectrum English language learners underachievement and students from culturally or linguistically

diverse backgrounds Special Populations in Gifted Education is a must have for educators working with students from diverse backgrounds **The Handbook of TESOL in K-12** Luciana C. de Oliveira,2022-04-04 The first handbook to explore the field of Teaching English to Speakers of Other Languages in elementary and secondary education K 12 The number of students being educated in English has grown significantly in modern times globalization immigration and evolving educational policies have prompted an increased need for English language learner ELL education The Handbook of TESOL in K 12 combines contemporary research and current practices to provide a comprehensive overview of the origins evolution and future direction of Teaching English to Speakers of Other Languages at the elementary and secondary levels K 12 Exploring the latest disciplinary and interdisciplinary issues in the field this is a first of its kind Handbook and contributions are offered from a team of internationally renowned scholars Comprehensive in scope this essential Handbook covers topics ranging from bilingual language development and technology enhanced language learning to ESOL preparation methods for specialist and mainstream teachers and school administrators Three sections organize the content to cover Key Issues in Teaching ESOL students in K 12 Pedagogical Issues and Practices in TESOL in K 12 Education and School Personnel Preparation for TESOL in K 12 Satisfies a need for inclusive and in depth research on TESOL in K 12 classrooms Presents a timely and interesting selection of topics that are highly relevant to working teachers and support staff Applies state of the art research to real world TESOL classroom settings Offers a balanced assessment of diverse theoretical foundations concepts and findings The Handbook of TESOL in K 12 is an indispensable resource for undergraduate and graduate students researchers and scholars and educators in the field of Teaching English to Speakers of Other Languages in elementary and secondary education **Teaching the Bilingual Special Education Student** Angela Carrasquillo,Richard E. Baecher,1990 This book focuses on teaching those students who are bilingual handicapped and in need of special instruction It responds to the complex and practical issues in reaching the goal of teaching these students in an effective way The common underlying theme of the book is that such ways can be found and implemented in creating diversity of opportunity for teaching bilingual exceptional students The book has three central themes to present an overview of the emerging and interdisciplinary field of bilingual special education to highlight the function of language in the classroom the student s as well as the teacher s finally comprehensive coverage is presented on the instructional features of a bilingual special education classroom in such wide ranging curricular areas as English as a Second Language reading writing mathematics science and social studies Throughout the chapters both theoretical and practical issues are addressed with an emphasis on the relationship between appropriate assessment sound planning and effective instruction Language Learning Strategies Rebecca L. Oxford,1990 This text provides ESL EFL and foreign language teachers with practical recommendations for developing their students second language strategies **Papers from the Fifth Nordic Conference on Bilingualism** Jørgen Gimbel,1988 Proceedings from the 5th Nordic Conference on Bilingualism Two Languages and Two

Cultures in Education This volume contains plenary lectures addresses discussions papers with education as their main perspective Two volumes of the Copenhagen Studies in Bilingualism published by Multilingual Matters contain further papers from the Conference one volume covers Bilingualism and the Individual the other volume Bilingualism in Society and School **Teaching with the Internet** Beverley E. Crane,2000 STRATEGIES AND MODELS FOR K 12 CURRICULA GO TO www bham webnet edu policies htm FOR INTERNET POLICIES AND USE ADAPTED BY BELLINGHAM PUBLIC SCHOOLS

Linguistics, Language Teaching, and Language Acquisition James E. Alatis,1990 <u>Teaching the Indian Child</u> Jon Allan Reyhner,1988 <u>Teaching Learners of English in Mainstream Classrooms (K-8)</u> Linda New Levine,Mary Lou McCloskey,2009 Teaching Learners of English in Mainstream Classroomsis a unique resource designed to help K 8 classroom teachers integrate language learning into the content curriculum This book helps teachers teach their grade level curriculum even though they may have English language learners in their classrooms By using the strategies provided teachers can promote content achievement for all of their students Specifically written for content teachers Linda New Levine and Mary Lou McCloskey s clear and friendly writing style emphasizes practical application of known second language learning principles The authors offer classroom teachers practical strategies and tools to integrate content and language learning accelerating the academic achievement of their students Techniques for developing reading writing and speaking skills in the content areas are also emphasized **Redefining Applied Linguistics** SAALA (Association). Conference,1994 *Towards a New Primary Curriculum for South Africa* Carol A. Macdonald,1993 Since 1979 Act 90 The Education and Training Act South Africa s law has stated that an official language i e English or Afrikaans could be used as the medium of instruction after Std 2 fourth grade in black education Almost without exception English was chosen by the primary schools This means that most children are introduced to the new subjects of history science and geography through the medium of English These subjects are encapsulated in textbooks that children find unusable and teachers have difficulty in understanding In 1990 the legislation was amended so that medium of instruction now becomes a matter of negotiation between the Minister of Education and the parents This negotiation is currently under way in many Department of Education and Training schools This change of legislation came as a direct result of research carried out over a period of five years on the Threshold Project 1985 1990 The overt cause of difficulties within the education system would have seemed to be a language policy that traumatises both teachers and pupils Inadequate time and materials are spent preparing children for achange in the medium of learning and the cirriculum is not developed carefully enough to lead children to an understanding to a large number of abstract concepts by the fifth year of schooling <u>Resources in Education</u> ,1992-03 **The Crosscultural, Language, and Academic Development Handbook** Lynne T. Díaz-Rico,Kathryn Z. Weed,1995 *Mathematics as a Second Language* Matthew S. Winsor,1998 *A Course for Teaching English Learners* Lynne T. Díaz-Rico,2008 A Course for Teaching English Learners CTEL Handbook offers strategies to equip teachers to work with English language learners balancing fundamental

principles with practical classroom techniques This book offers in a single volume a wealth of background principles underlying the cultural linguistic and sociocultural contexts and foundations of learning and by providing a comprehensive framework that doesn t only focus on reading and writing Provisions in the federal No Child Left Behind Act NCLB call for yearly accountability in English language growth for language minority students The CTEL Handbook addresses the new focus on testing procedures as well as adaptation for English learners during the test taking process Throughout Lynne Diaz Rico provides the necessary background knowledge needed to educate English learners and also includes a variety of classroom methods for English language development in listening speaking reading writing and computer assisted instruction From publisher s description   *ESL/EFL Teaching* Yvonne S. Freeman,David E. Freeman,1998 As in the original edition the authors provide a readable explanation of second language teaching methodology supported by numerous classroom examples In addition the new edition includes detailed discussions and examples of EFL teaching as well as many scenarios from ESL classes

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