

Spalding English Unit of Work

Can. Lit. Education ELL 1.1. Communicates with peers and/or an adult in informal contexts and structured dramatic dialog to play with familiar topics ELL 1.2. Demonstrates an ability to listen and group discussion, and to listen and/or participate and listen with reasonable attentiveness			ELL 1.3. Demonstrates developing reading skills and strategies when reading books, reading with print and in representing texts ELL 1.4. Demonstrates an emerging oral story that reflects oral visual texts (story, drawing, and/or sign) that there are different kinds of texts that serve different purposes ELL 1.5. Identifies the basic language structure and features of text			ELL 1.6. Engages in writing texts with the intention of conveying and then re-narrating ELL 1.7. Begins to use letters to represent known words when spelling ELL 1.8. Features oral texts (oral and/or written) that are not computer technology's input is consistent text ELL 1.9. Recognizes varied text structures and basic print conventions of English and some conventions of written languages		
Learning Outcome	Reading	Writing	Thinking/Learning Activities					Notes for reflection
	ELL 1.1	ELL 1.2	Reading	ELL 1.3	ELL 1.4	ELL 1.5	ELL 1.6	
			Reading Explain that the oral and written texts are made up of individual speech sounds Representational texts in spoken words class	ELL 1.3 Explain the use of oral and written texts Explain the meaning of the oral and written texts	ELL 1.4 Explain the purpose for oral and written texts Explain the meaning of the oral and written texts Explain the purpose for oral and written texts	ELL 1.5 Explain the purpose for oral and written texts Explain the meaning of the oral and written texts Explain the purpose for oral and written texts	ELL 1.6 Explain the purpose for oral and written texts Explain the meaning of the oral and written texts Explain the purpose for oral and written texts	
ELL 1.1	ELL 1.2		Reading: Personal Response Book: "The Day" Teacher will read the book aloud to the class, and then ask the students to write a response to the book. The students will write a response to the book, and then the teacher will read the book aloud to the class. The students will write a response to the book, and then the teacher will read the book aloud to the class. The students will write a response to the book, and then the teacher will read the book aloud to the class.					
	ELL 1.1	ELL 1.2	Reading Explain that the oral and written texts are made up of individual speech sounds Representational texts in spoken words class	ELL 1.3 Explain the use of oral and written texts Explain the meaning of the oral and written texts	ELL 1.4 Explain the purpose for oral and written texts Explain the meaning of the oral and written texts Explain the purpose for oral and written texts	ELL 1.5 Explain the purpose for oral and written texts Explain the meaning of the oral and written texts Explain the purpose for oral and written texts	ELL 1.6 Explain the purpose for oral and written texts Explain the meaning of the oral and written texts Explain the purpose for oral and written texts	

Spalding Method Lesson Plans

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Resources in Education ,1997 *Phonics for English Reading, Spelling and Writing* Pauline M. Adamson,2004-01-15
Don't waste time making up lesson plans and reading tests on your own YesPhonics Offers a complete curriculum for teaching phonics with proven step by step and comprehensive lesson plans So you don't have to create them on your own This unique phonics program guides both teacher and K-3rd grade student through their phonics studies so no special teacher training is required **Ld Strategies for Middle School** Sharon Connolly,2010-12-20 This compendium of language arts research articles was structured in the typical format of an actual research study The purpose is clearly stated in each article and the rationale from recent research is briefly summarized The majority of studies were about teaching reading skills such as phonological awareness phonics decoding fluency and comprehension The other studies concerned writing spelling and technologies used with reading and writing This book would be useful for teachers needing to increase their teaching strategies for middle school students with LD and for students studying or doing actual research to familiarize themselves with the skeletal parts of a research paper **Strategies for Teaching Learners with Special Needs** Edward A. Polloway,James R. Patton,Loretta Serna,2005 This comprehensive non categorical special education methods book retains the key features that have made it a bestseller within the special education field for more than 20 years The authors give substantial coverage to generic methods and to all curricular content areas In the new edition increased emphasis is given to effective research based teaching strategies that will enable students with special needs to be successful in any classroom environment inclusive classrooms resource and self contained classrooms **Soft Skills** K Alex,2009-07 This book Soft Skills is like a companion guiding the students young men and women at every step in the job market and corporate personnel Soft Skills have become absolutely essential both for the growth and success of an individual as well as the organization **Structured English Immersion** Johanna J. Haver,2002-11-20 Experienced teacher and researcher Johanna Haver shows how easy it is to ensure that English Language Learners gain mastery of English as well as learn the essentials of the mainstream curriculum *Resources in Education* ,1997 *Spalding's Official Base Ball Guide for ...* ,1896
Spalding's Base Ball Guide and Official League Book for ... ,1896 **Teachers' Monographs** ,1924 Undergraduate Catalog ... with Announcements for ... Western Michigan University,1929 **Teaching Students with Dyslexia and Dysgraphia** Virginia Wise Berninger,Beverly J. Wolf,2009 The only teacher training text to cover the three learning disabilities that require differentiated instruction dysgraphia dyslexia and oral and written language learning disability this book prepares educators to teach students with learning difference *Preschool and Elementary* Mary Pride,1991-06
Preschool and elementary volume 2 **Christian Home Educators' Curriculum Manual** Cathy Duffy,1995 The premiere guide for choosing homeschool curriculum For beginners or veterans Cathy helps you wade through the curriculum jungle to choose what's right for each of your children Reviews of hundreds of books games videos computer programs parent helps

and much much more for all subjects Learning styles Cathy helps you determine each child s learning style then choose methods and resources that fit each child What your child needs to know what is typically taught at each grade level Which resources allow your children to work independently which work best taught one on one Identifying and dealing with learning disabilities plus a list of consultants for extra help Testing the good and bad of testing different kinds of tests where to get them testing services Addresses phone numbers faxes e mail and web sites for all publishers and distributors How to consolidate your shopping and save shipping costs **Philippine Magazine** ,1929 The Preparation of the Religious Teacher Sister Mary Antonia Durkin,1926 *Normal Instructor and Teachers World* ,1924 **Essentials of Teaching and Learning in Nursing Ethics** Anne Davis,Verena Tschudin,Louise Tew,2006-02-24 This title is directed primarily towards health care professionals outside of the United States This book aims to fill a gap with an in depth exploration of nursing ethics content from the western philosophical tradition and some of the methods used in teaching this content It addresses cross cultural issues in using specific ethics content It also reveals the poverty of the present dualism model in nursing ethics and replace this with a more complex and more useful model that invites debate Its scope is both wide and deep but that is needed to enrich the basis for teaching nursing ethics Outlines and critiques all current ethical theories and considers their application to nursing practice Explores ethical issues in numerous cultures Includes case studies drawn from a range of countries Written by leading nurse educators and philosophers in the field What Matters? Research Trends in International Comparative Studies in Mathematics Education Ji-Won Son,Tad Watanabe,Jane-Jane Lo,2017-03-03 This book provides a unique international comparative perspective on diverse issues and practices in mathematics education between and among the US and five high performing TIMSS education systems Japan China Singapore South Korea and Taiwan The book offers multiple perspectives on the important factors that contribute to mathematics teaching and learning in different educational systems and cultural contexts Using large scale data generated by numerous international comparative studies the book analyzes and provides context for various methodological perspectives The book raises compelling questions and issues for mathematics education researchers leading to a critical examination of what can be learned from other education systems Authors address four major research perspectives by critically examining cross national similarities and differences such as research on the influence of curriculum on student learning research on institutional systems of mathematics teacher education research on improving teacher knowledge and pedagogical approaches and research using large scale data This collection of perspectives serves as a foundation for reviewing and analyzing the international comparative studies introduced in the book *Subject Catalog* Library of Congress,

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