### El imperativo – los mandatos (commands)

- I. Tú (+)
- A. Regular Verbs

Use the form él, ella, Ud.

Habla. = Speak. Lee. = Read.
Abre. = Open. Duerme. = Sleep.
Piensa. = Think. Juega. = Play.

B. Reflexive Verbs

Attach "te" to the verb and add an accent. if the word is longer than 2 syllables. (Count three syllables back and put an accent on the vowel. If there are two vowels, put the accent on the strong vowel (a,e,o). (i and u are weaker vowels).

Le-ván-ta-te Levántate. Standup.
Si-én-ta-te Siéntate. Sit down.
Ce-píll-a-te Cepíllate los dientes. Brush your teeth.

C. Irregular Verbs

The "yo" form (digo, vengo, tengo, pongo, salgo) minus "go"

decir = di venir = ven tener = ten poner = pon salir = sal

Completely Irregular

hacer = haz ir = ve ser = sé

\*\*\* You can sing the, "Haz, ve, di sé, ten, ven, sal, pon" song.\*\*\*
(sung to the tune of the military marching song - Haz, ve. (Students repeat). Di, sé. (Students repeat). Haz, ve, di, sé, ten, ven, sal, pon (All together).

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## **Kindergarten Spanish Lesson Plan On Commands**

**CL Gary** 

#### **Kindergarten Spanish Lesson Plan On Commands:**

SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS Elva Duran. 2013-04-01 Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English in spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students Resources in Education ,1998 **Research in Education** ,1974 Leading Learning for ELL Students Catherine Beck, Heidi Pace, 2017-01-20 Grounded in current research and award winning practice this important book provides a blueprint for school leaders to successfully implement programs and policies for creating an equitable learning environment for English Language Learners ELLs Full of accessible examples strategies checklists and solutions this book covers topics such as elementary and secondary home visitation family literacy programs first generation college attendance family school partnerships second language instruction culturally responsive teaching and professional development The guidance provided in Leading Learning for ELL Students can be put into practice immediately and will help leaders at all levels address the changing landscape of their student populations to ensure the success of all students Elementary English ,1971 SCC library has 1949 cur Pacesetters in Innovation United States. Office of Education, 1968 Language and Citizenship in Japan Nanette Gottlieb, 2012 This book s chapters discuss discourses educational practices and local linguistic practices which call into question the accepted view of the language citizenship nexus in lived contexts of both existing Japanese citizens and potential future citizens A Simplified Guide to Statistics for Non-Mathematicians - How to organize a successful research project James John Asher,2005 The Teaching of Foreign Languages in the Elementary School

Theodore Andersson, 1953 The most distant peoples are now our neighbors With this awareness has come the realization that we need foreign languages in the building of international understanding Once this need was recognized our educators acted without delay Latest estimates indicate that by the end of the school year 1952 1953 about one hundred communities in some thirty states were conducting foreign language programs in one or more public elementary schools This little book is a study of this rapidly developing trend Foreword Pacesetters in Innovation Fiscal Year 1969 United States. Office of Education, 1969 Reading, Writing, and Talk Mariana Souto-Manning, Jessica Martell, 2016 This book introduces a variety of inclusive strategies for teaching language and literacy in kindergarten through 2nd grade Readers are invited into classrooms where racially culturally and linguistically diverse children's experiences unique strengths and expertise are supported and valued Chapters focus on oral language reading and writing development and include diverse possibilities for culturally relevant and inclusive teaching Featured teaching strategies foster academic success cultural competence and critical consciousness leading students to read their worlds and guestion educational and societal inequities Early childhood teachers will find this book invaluable as they consider effective ways to teach diverse children The hands on examples and strategies portrayed will help educators expand their thinking and repertoires regarding what is possible and needed in the language and literacy education curriculum Unique in its focus on equitable fully inclusive and culturally relevant language and literacy teaching this important book will help K 2 teachers re think and re conceptualize their own practices Offers us a great opportunity to explore pedagogical strategies that are diverse and inclusive From the Foreword by Gloria Ladson Billings University of Wisconsin Madison Readers will discover a treasure of teacher and student collaborative experiences to engage diverse learners Yetta and Ken Goodman University of Arizona The authors offer rich vignettes and pragmatic guidance for learning about responding to and respectfully building community among children We readers are in their debt Anne Haas Dyson University of Illinois A beautifully written book filled with powerful examples I heartily recommend it for all teachers lucky enough to work on a daily basis with our brilliant early elementary students Ernest Morrell Teachers College Columbia University Department of Health, Education, and Welfare United States. Congress. Senate. Committee on Departments of Labor, and Health, Education, and Welfare Appropriations for Fiscal Year 1970 Appropriations, 1969 United States. Congress. Senate. Committee on Appropriations, 1969 Public School Publicity Harlan Cameron Hines, Robinson Godfrey Jones, 1923 Wisconsin Journal of Education ,1924 Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries

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