Unit 2: ¿Cuántos/Cuántas? - Grade 3

Content Area: **Spanish**
Course(s): **Gifted and Talented, Spanish**
Time Period: **Marking Period 3**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn how to create and respond to questions using *¿Cuántos/Cuántas?*. This unit will help students develop their conversation skills, having them communicate with others. Students will need to know number and classroom object vocabulary. They will also learn grammar concepts: different forms of the verb "ser", understanding when to use the different forms of the interrogative and how to formulate questions in Spanish.

Standards

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.L.1.a	Make lists.

Essential Questions

- Why are questions important when learning a language?
- How do we formulate questions differently in English?
- How can I use this unit to help assist me when traveling to a Spanish-speaking country?

Application of Knowledge: Students will know that...

- the form of the interrogative is determined by the subject of the question (gender/number)
- "cuesta" means cost and is used when the item you want the price of is singular, "cuestan" is used if the item is plural
- "es" is singular and "son" is plural
- "es/son" are forms of the verb "ser" which means "to be"
- there are different forms of the interrogative "how many/much" (cuánto/cuántos/cuántas)
- to ask how many items there are, you would use the following order: interrogative/subject/hay (is there) example: ¿Cuántos libros hay?
- to ask how much something cost, you would use the following order: interrogative/verb/subject example: ¿Cuánto cuesta el libro?

Application of Skills: Students will be able to...

- ask questions about how many items there are
- ask questions referring to how much an item costs
- express classroom objects and numbers 1-100 in Spanish
- respond to questions use "cuánto/cuántos/cuántas"
- understand when to use "cuánto/cuántos/cuántas"
- use the verb "costar" correctly
- use the verb "ser" correctly

Assessments

- grammar quiz- forms of "ser" and "costar" (formative)
- puppet pals skit- students will pick characters on the ipad and have them ask and respond to questions (summative)
- question/response unit test (summative)
- vocabulary quiz- numbers and classroom objects (formative)

Suggested Activities

- scavenger hunt- have students respond to questions around the room
- market- have to students practice purchases items and asking questions about how much they cost
- "Price is Right"- have students bid on the price of different items shown on the board
- kahoot- surveying review game
- bingo- vocabulary review
- jeopardy- grammar and vocabulary review

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
  - Reword rephrase
  - Examples given
- Content specific modifications may include:
  - Vocabulary lists given
  - Copy of grammar notes
  - Review interpretation techniques

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
  - Visual cues
  - Reword/Rephrase
  - Examples given

- Content specific vocabulary important for ELL students to understand include:
  - Express and interpret the interrogative "¿Cuántos/Cuántas?" (how many) and "¿Cuánto?" (how much)
  - Know numbers 1-100 in Spanish
  - Understand and express "costar" (cost)

Differentiation to extend learning for gifted students may include:

- Learning all forms of the verb "ser" and "costar"
- Learn about other stem-changing verbs such as "costar"
- Formulating advance questions
- Answering questions with detailed responses
- Editing classwork

Integrated/Cross-Disciplinary Instruction

- Math- numbers in Spanish
- English- singular/plural, finding the subject in a sentence, knowing what a verb is
- Performing Arts- skit
- Business- purchasing items

Resources

- Prentice Hall, *Realidades*
- zachary-jones.com/zambombazo (authentic material)
- exchangesmarttech.com (smart board presentations)
- kahoot.it (surveying review games)
- quia.com (review games)
- EMC Publishing, *Exploring Spanish*

21st Century Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.