Unit 2: Numbers 1-1000

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students review numbers 1-100 and learn the numbers to 1000 in Spanish. Students learn to ask and respond to questions using numbers vocabulary and to express multiplication, division, subtraction and addition equations in Spanish.

Standards

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
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.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.

Essential Questions

How can we use this unit vocabulary when traveling to a Spanish-speaking country?

How can numbers vocabulary help you with English numbers vocabulary?

Why is it helpful to understand the worth of different currency?

Application of Knowledge and Skills...

Students will know that...

- 500 is quinientos and does not resemble the rest of the hundreds vocabulary: doscientos, trescientos
- Costar is the infinitive form of the verb "to cost"
- Cuesta means it costs and Cuestan means they cost
- Es is used for = when the answer is 1 or 0
- Pesos is the currency of Mexico, Argentina, Cuba, Uruguay, Chile, Colombia, Cuba and the Dominican Republic
- Son is used for =
- The euro is a currency used in many countries in Europe and is worth more than a dollar
- the value of the peso is different for each country in which it is used
- To ask how many items there are, use Cuántos/Cuántas (depending on the item's gender), express the item, and follow with hay (there is/there are)
- To ask how much something costs, use Cuánto cuesta (How much does it cost), followed by the item
- To express a mathematical equation, use más or y for addition, menos for subtraction, por for multiplication and dividido por for division
- To respond to how much something costs, begin with Cuesta (It costs), state the amount, and name the currency
- To respond to questions about the number of items, begin with hay (there is/there are) state the amount, and then the item

Students will be able to . . .

- answer and ask basic questions using numbers vocabulary, orally and written
- define currency
- express and recognize mathematical equations in Spanish, orally and written
- recognize and express vocabulary for numbers 0-1000, orally and written
- recognize some international currencies

Assessments

- Create a skit in which the customer must decide what to buy, ask the price of at least two items, and purchase at least two items, and the sales clerk must greet the customer, answer any questions, and add the total cost of the purchase aloud.
- Diagnostic: Other written assessments
- Formative: Dramatization
- Numbers Test
- Pre-Assessment
- Sales Skit

- Summative: Written Test
- Using a word bank, write the Spanish word for the number given; write out the mathematical equations presented in Spanish; interpret a store receipt and answer questions about the information on the receipt.
- Write the mathematical problems in Spanish; interpret information in a food advertisement and use the information to answer questions.

Activities

- play "Caramba", a game where students will count by 10's or 100's around the room. The person after each hundred/thousand says "Caramba" and must sit down. The last person standing is the winner.
- play "la loteria", in which the teacher pretends to be a radio host announcing the winning numbers for the lottery. The students must record the winning numbers.
- convert the various currencies into dollars.
- interpret an authentic advertisement that incorporates numbers vocabulary and answer questions about the advertisement.

*see link

Numbers Commercial

Activities to Differentiate Instruction

- create flashcards to review
- create study guides
- participate in Smart Board Activities
- play Internet review games

*see links

Review Games- Numeros 100-1000
Numeros Review Game
Smart Board Activity

Integrated/Cross-Disciplinary Instruction

- Sales Skit (Performing Arts)
- Currency Assignment (Math)

Resources

- Exploring Spanish Textbook
- Exploring Spanish Workbook
- Exploring Spanish CD
- Grammar and Vocabulary Books
- Worksheets
- Advertisement
- Smart Board Activities
- Internet Review Games

*see links

- Numbers Advertisement
- Numbers Worksheets
- Review Games- Numeros 100-1000
- Numeros Review Games
- Smart Board Activity