

# **Unit 3: Numbers 0-20; Classroom Objects**

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## **Unit 3: Numbers 0-20; Classroom Objects**

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**First Grade World Language**

**Unit 3: Numbers 0-20; Classroom Objects**

**Belleville Board of Education**

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## **New Jersey Student Learning Standards (NJSL)**

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### **Unit Overview**

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Unit 3 focuses on numbers zero through twenty and classroom objects.

#### **Numbers 0 – 20**

- Recognize numbers 0 to 20, both written and orally.
- Count numbers in order.
- Add and subtract numbers up to 20.

#### **Classroom Objects**

- Identify classroom objects and the learning tools students use every day.
- Discuss the difference between masculine and feminine words in Spanish by using “el” or “la”.

### **Enduring Understandings**

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- By learning a different language and culture, one gains a greater understanding on why people think and act in different ways.
- Solve simple addition and subtraction problems in the target language.
- Identify numbers 0-20 in and out sequence.
- Recite the vocabulary on classroom objects.
- Differentiate the usage of “el” and “la”, which both mean “the”.

## Exit Skills

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By the end of Unit 3, students will be able to:

- Recite numbers from 0 -20 correctly.
- Ask and respond to the question “What number is it?” in the target language.
- Add and subtract amounts up to 20.
- Express need for 8 classroom objects using a complete sentence in the target language during a TPRS activity (“I need ...”).

## Essential Questions

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- How does one count from 0-20 in Spanish?
- How will students develop communicative competence when solving addition and subtraction problems in Spanish?
- How can I ask for school supplies in the target language?
- How do I identify the everyday objects I use at school in Spanish?

## Learning Objectives

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- Count from 0 -20 in Spanish.
- Read and write Spanish numbers words.
- Identify numbers in Spanish.
- Identify and list classroom objects in Spanish.
- Create sentences in Spanish using “el” or “la”.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate

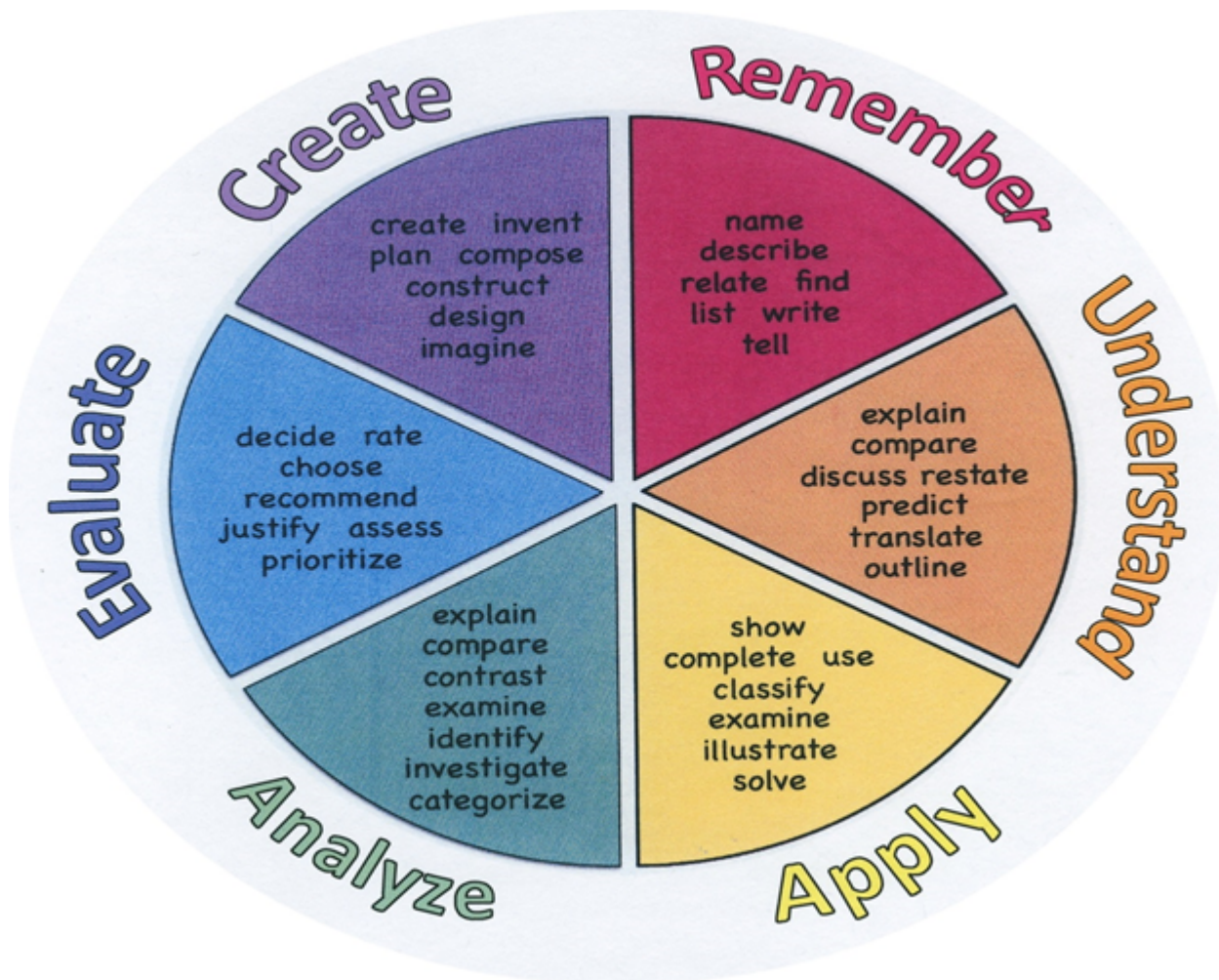
Quote  
Recall  
Recognize  
Repeat  
Reproduce

Rewrite  
Select  
Show  
Summarize  
Tell  
Translate  
Associate  
Compute  
Convert  
Discuss  
Estimate  
Extrapolate  
Generalize  
Predict

Classify  
Complete  
Compute  
Discover  
Divide  
Examine  
Graph  
Interpolate  
Manipulate  
Modify  
Operate  
Subtract

Illustrate  
Outline  
Point out  
Separate

Integrate  
Prescribe  
Propose  
Reconstruct  
Revise  
Rewrite  
Transform



## **Suggested Activities & Best Practices**

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- Review numbers via visual cues.
- Introduce numbers 0-20 with a song and practice the song over several classes until they know it.
- Solve math problems.
- Identify classroom objects in Spanish.
- Play games with classroom objects (i.e.: Bingo in Spanish).

## **Assessment Evidence - Checking for Understanding (CFU)**

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- List numbers.
  - Match/write the numbers with picture.
  - Role play an informal question and response about classroom objects.
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- Admit Tickets
  - Anticipation Guide
  - Common Benchmarks
  - Compare & Contrast
  - Create a Multimedia Poster
  - DBQ's
  - Define
  - Describe
  - Evaluate
  - Evaluation rubrics
  - Exit Tickets
  - Explaining
  - Fist- to-Five or Thumb-Ometer
  - Illustration
  - Journals
  - KWL Chart
  - Learning Center Activities
  - Multimedia Reports
  - Newspaper Headline
  - Outline
  - Question Stems
  - Quickwrite
  - Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

### **Primary Resources & Materials**

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- Student's folder.
- Teacher-made handouts, such as vocabulary list and homework.

### **Ancillary Resources**

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- Posters
- 123TeachMe Website
- Doremi Website

### **Technology Infusion**

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Smart Board, Chrome book, and internet to access websites with relevant Spanish information.



## **Alignment to 21st Century Skills & Technology**

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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- Provide a word bank with number's vocabulary and include visuals of vocabulary.
- Provide a list of classroom vocabulary words with pictures in Spanish.



## Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

## Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

### Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

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Visual examples of tools being used at the beginning of each lesson.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Using thumbs up / down and other visual cues to check for students understanding.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Individual assistance is offered to those who deem it necessary.

Students will work on their worksheet in pairs.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be

determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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Students with a Spanish background can help with pronunciation.

Students with a Spanish background can act as group leader.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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