Unit 3: Numbers 0-31

Content Area: **Sample Content Area**
Course(s): **World Language Gr. 2**
Time Period: **JanFeb**
Length: **34 days**
Status: **Published**

Numbers 0-31

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade World Language

Unit 3: Numbers 0-31

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Catherine Maucione and Ms. Lourdes Chavez

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

In this unit, students will perform mathematical computation in Spanish. Practicing math in the target language will allow students to continue their transition from the ability to count in the target language to the ability to identify individual numbers.

New Jersey Student Learning Standards (NJSLS)

Exit Skills

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

- Count to 31 in the target language.
- Draw up any number from 0-31 that the teacher says in the target language.
- Ask and answer “What number is this?” in the target language.
- Answer addition and subtraction questions out loud.

Enduring Understandings

Students will understand how to:

- Recite the numbers 0-31 in sequential order.
- Identify the bigger or greater number.

Essential Questions

Essential questions are:

- How do you count in Spanish from 0-31?
- What are the numbers from 0-31 in Spanish?
- How can you identify Spanish number words from 0-31?
- How can you identify and comprehend numbers individually in Spanish?

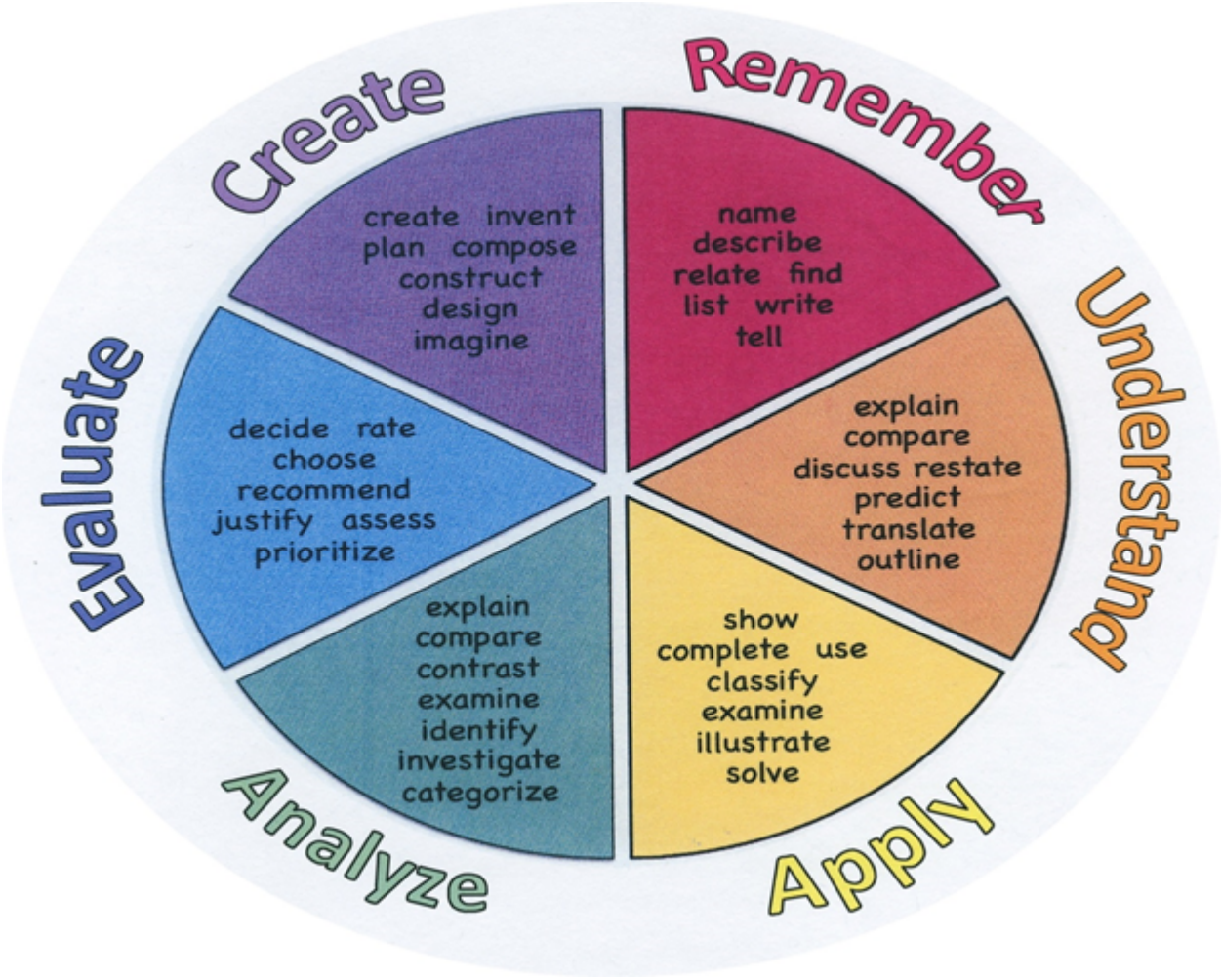
Learning Objectives

After completing this unit, students will be able to:

- **Count** read and write numbers from 0-31.
- **Identify** written numbers from 0-31.
- **Recognize** numbers in Spanish individually.
- **Add & subtract** number up to 31.
- **Comparing** numbers (i.e.: greater than, less than).

Remember	Understand	Apply	Analyze	Evaluate	Create
	Classify	Choose			
	Defend	Dramatize			
	Demonstrate	Explain			Combine
Choose	Distinguish	Generalize	Categorize		Compose
Describe	Explain	Judge	Classify		Construct
Define	Express	Organize	Compare	Appraise	Design
Label	Extend	Paint	Differentiate	Judge	Develop
List	Give Examples	Prepare	Distinguish	Criticize	Formulate
Locate	Illustrate	Produce	Identify	Defend	Hypothesize
Match	Indicate	Select	Infer	Compare	Invent
Memorize	Interrelate	Show	Point out	Assess	Make
Name	Interpret	Sketch	Select	Conclude	Originate
Omit	Infer	Solve	Subdivide	Contrast	Organize
Recite	Match	Use	Survey	Critique	Plan
Select	Paraphrase	Add	Arrange	Determine	Produce
State	Represent	Calculate	Breakdown	Grade	Role Play
Count	Restate	Change	Combine	Justify	Drive
Draw	Rewrite	Classify	Detect	Measure	Devise
Outline	Select	Complete	Diagram	Rank	Generate
Point	Show	Compute	Discriminate	Rate	Integrate
Quote	Summarize	Discover	Illustrate	Support	Prescribe
Recall	Tell	Divide	Outline	Test	Propose
Recognize	Translate	Examine	Point out		Reconstruct
Repeat	Associate	Graph	Separate		Revise
Reproduce	Compute	Interpolate			Rewrite
	Convert	Manipulate			Transform
	Discuss	Modify			
	Estimate	Operate			

Extrapolate Subtract
Generalize
Predict



Interdisciplinary Connections

Suggested Activities & Best Practices

- Repetition of words and phrases.
- Bingo math.
- Writing practice.
- Counting orally.

- Completing workbook pages.

Assessment Evidence - Checking for Understanding (CFU)

- Writing practice.
- Oral assessment.
- Oral counting assessment.
- Quizzes and tests.

- 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

- Teacher-created materials.
- Student's folder.

Ancillary Resources

- Posters.
- Flash cards.

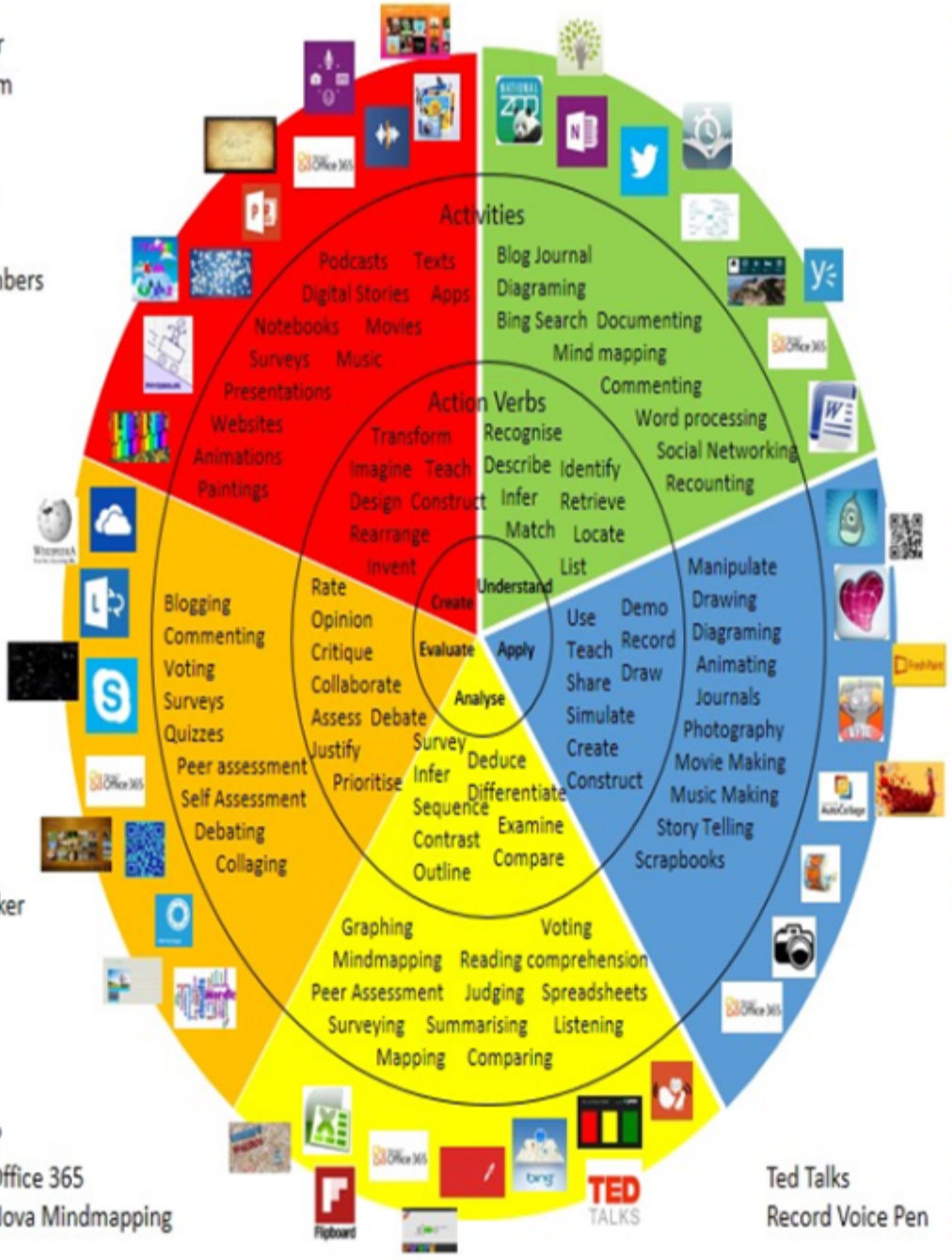
Technology Infusion

Smart Board, Chromebook, internet to access websites with relevant Spanish information.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

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

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

Differentiation

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)

Follow all modifications detailed in IEP.

Provide extra time to complete task and understand material.

Read questions on assessments.

Provide vocabulary visuals.

Provide organizers/study guides.

Frequently check for understanding.

Provide modeling.

Provide guided reading instruction.

Directions repeated, clarified or reworded.

Re-teach materials, when needed.

Break tasks into smaller, manageable segments.

Modify tests/worksheets.

- 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
- multi-sensory presentation
- multiple test sessions
- 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)

Use of translation app and visuals. Frequently check for understanding. Provide modeling and extra time.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif

- 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 workpresented 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

Immediate feedback. Provide extra time. Partner or team collaboration. Multi-level requirements. Use visual graphic organizers. Precise step-by-step directions.

- 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 workpresented 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)

Student driven projects and presentations. Interest-based content to trigger student engagement. Real world problems and scenarios. Open-ended activities. Additional reading assignments for text-to-text connection and comparison.

- 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