Unit 4 - We Are All Connected - The Numbers We Use

Content Area: **World Language**
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Length: **8 weeks Grade 4**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

World Language

Grade 4 Unit 4

We Are All Connected - The Numbers We Use

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

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Board Approved: August 24, 2015

Unit Overview

Learners continue their exploration of the target language by acquiring target language phrases to exchange information about numbers and mathematical computation. Teachers will reinforce mathematics elements by guiding students through multiplication activities as well as a brief discussion of 'Big Numbers'. The unit's essential questions will encourage students to see how they are connected to children from around the world through the shared experience of using numbers.

The 4th Grade World Language course, We Are All Connected, is designed to help students acquire language skills that will enable them to eventually function at ACTFL's Novice Mid Level. They will communicate, in the target language, using simple, memorized words and phrases to talk about familiar topics related to their names, families, daily routines, likes and preferences, numbers, time and adjectives. The course complements work that the students will do across other contents with particular connections to Language Arts, Math and Social Studies. Our course borrows its title from the first unit of the Language Arts curriculum. The essential questions and enduring understandings that frame each unit will help students explore the things that connect their culture to cultures from around the world. In all of the World Language units, students will be introduced to boys and girls from around the world. Students will use stories, maps, pictures, and technology to discover elements of world culture and compare them to the culture in which they live.

NJSLS

Reading

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Writing:

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Standard(s)

World Language Standards

- Interpretive Mode
  - 7.1.NM.A.2- Demonstrate comprehension of simple. oral and written directions, commands, and requests through appropriate physical response.
- Interpersonal Mode
  - 7.1.NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.
  - 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.
- Presentational Mode

- 7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Common Core Standards (Mathematics)

- CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- CCSS.Math.Content.K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- CCSS.Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- CCSS.Math.Content.2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[1]
- CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- CCSS.Math.Content.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

- CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Technology Standard(s)

8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)

8.1.2. A.4 Create a document with text using a word processing program.

8.1. P.C.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."

Social Studies Standard(s)

6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.

6.1. P.D.4 Learn about and respect other cultures within the classroom and community.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Exit Skills

Students Will Be Able To...

1. … ask and answer in the target language "What number is this?" using numbers 1-100. Interpersonal Mode
2. …count to 100 in the target language. Presentational Mode
3. …count to 100 by tens in target language. Presentational Mode
4. …write number dictated by teacher in the target language from 1-100. Interpretative Mode
5. …solve mathematical problems using written form of numbers in the target language. Presentational Mode

Enduring Understanding

- Although words used to describe them are different, mathematical computations basically behave the same in both the target language and English speaking countries.
- There are differences in the ways different cultures write numerals and do computations.
- Despite the differences, mathematics is a universal language.

Essential Questions

- How do numbers and mathematical computations behave in the target language?
- How can I use the target language to communicate cross culturally regarding numbers and mathematical computations?
- Who are some famous mathematicians from English speaking countries and the countries of the target language?
- What are some d iverse ways of writing numerals and grouping from different cultures such as Roman, Maya, and Egyptian?

Learning Objectives

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5. …solve mathematical problems using written form of numbers in the target language. Presentational Mode
6. ...evaluate the concept of numbers as a universal language. Interpretive Mode

A. To lay a foundation of second language skills that will equip students to succeed at other levels of language learning.

B. To foster in students an enjoyment of foreign language and an appreciation of cultural diversity.

C. To develop students' abilities to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

D. To guide students in the development of healthy social interactions with diverse peers through the discussion of the course's "Essential Questions".

E. To allow students to see connections between language learning and their academic tasks in other subject areas.

F. To introduce the learners to the analysis of diverse cultural patterns and to compare them with their own cultural patterns.

Interdisciplinary Connections

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Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

Students will participate in various activities that will support the technology standards listed above. Activities include manipulation of SmartBOARD, collaboration in internet searches, aid teacher in the use of power point, and use video projection to present their work.

Differentiation

- TPR (Total Physical Response) and TPRS (Storytelling)
- Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.
- Use real objects, gestures, pictures, and other visuals to convey meaning.
- Focus on language that is concerned with functional situations and authentic utterances.
- Do not always insist on complete sentences, but mirror natural speech patterns.
- Adopt a conversational approach replicating “real” situations likely to occur.
- Teach vocabulary in context, including all kinds of idiomatic phrases.
- Use paired activities and small-group learning (cooperative learning groups).
- Use technology (including SmartBoards, multimedia presentations, turning point, video projection to share student work...etc).
- Use a variety of print and non-print materials.
- Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.
- Emphasize acceptable communication, rather than near-native pronunciation.
- Ensure a match between the learner and the language in terms of relevance and learning styles.
- Use games and activities that involve movement to aid in the teaching kinesthetic learning.
- Activation of prior knowledge through teacher led discussions.

Special Education

- 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
- 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

ELL

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining

- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Reading A-Z.com

Student portfolio

Ancillary Resources

Student porfolio

Blank maps

Vocabulary handouts

Alphabet worksheets

Magnetic letters

Flash cards

Whiteboard

Crossword puzzles

Number searches

Calendars

Color worksheets

Classroom objects

Picture cards

Songs

Vocabulary charts and walls

Manipulatives

Posters

Story telling