

# All About Me/celebrations/school days- age and numbers

Content Area: **World Language**  
Course(s): **Generic Course, German I CP, Spanish I CP**  
Time Period: **1st Marking Period**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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In this mini-unit students will learn how to read, speak and say numbers for use as their age. Students will learn how to use the verb "sein"-to be to indicate their age or someone else's age. Students will compare numbers in their written form. Students will be able to discuss the date and how it is written in target language. Student will also learn months, days and years as an auxiliary skill

## Transfer

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By the end of this mini-unit students will be able to:

1. Listen to and read about dates and peoples ages
2. Talk and write about their age when in what month
3. Describe their birthday month and day
4. discuss similarities between the US and German speaking countries

## MEANING:

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## Understandings

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Students will understand:

1. The similarities and differences of saying numbers aloud in the target language
2. The similarities and differences of the months and days of the week
3. students will see the connection of Norse mythology dictating the names of the days

## **Essential Questions**

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1. How old are you?
2. What is your birth month?
3. Why does the German way to say numbers stay as the old anglo-saxon?
4. How has Norse mythology affected the German culture?
- 5 What important dates, or birthdates can you talk about?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

- 1 days of the week
2. months
3. how to ask for and say their age
4. how to recognize numbers verbally, aurally, and visually
5. how to say the day month and year

### **Students will be skilled at...**

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Students will be skilled at:

1. expressing their age and date
2. asking others how old they are or when they were born
3. recognizing numbers and dates

## **Academic Vocabulary**

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Numbers, months, days the verb "sein" - to be and pronouns

## Learning Goal

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ach proficiency scale

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology 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.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.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

## Target 1 - Level 1 Retrieval

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SWBAT:

1. Identify vocabulary related to activities
  2. List activities that one likes and does not like
  3. Use expressions of like and dislike
  4. Use expressions of agreement and disagreement
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. write out birthdays and dates correctly
  2. correlate the numbers, days and months and the Anglo-Saxon background
  3. understand how to say holidays
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast likes and dislikes of Spanish-speaking teens with those of the United States
  2. Compare and contrast popular dances and music of Spanish-speaking countries with those of the United States
  3. Categorize activities by location, popularity, rules for completion, etc.
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. use days, months, years, age and numbers in speaking, reading and writing
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## **Summative Assessment**

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1. Mini-unit test listening and writing skills

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

**ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

**Unit Resources**

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1. teacher created resources
2. Online resources