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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: Catherine Wippel | | | Grade Level: K, 1, 2 | | |
| Subject Area: Spanish | | | Cross Curricular Opportunities: mathematics | | |
| Unit Title: Math in Spanish | | | Estimated Duration of Unit (between 2-9 weeks):  2-3weeks | | |
| Overview of Unit: Learning to think and solve problem in the target language | | | | | |
| Forms of Text (nonfiction/fiction): | | | Teaching Strategies: collaborative learning, class discussions, models, direct instruction, modeling | | |
| Catholic Identity Connections: | | | | | |
| Assessment (authentic/published - summative/formative): | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Date of Completion |
| FLEX 101 | greet and make introductions, farewells and exchange courtesies. | Students greet the teacher in Spanish and vice versa | | instructor | 10/31-11/7 |
| FLEX 103 | identify objects in the immediate environment | Students locate and use objects as they are called out in Spanish | | Classroom materials, instructor | 10/31-11/18 |
| FLEX 105 | recognize words and phrases in authentic oral and written samples. | Students learn to identify numbers in Spanish and count | | Numbers flashcards | 10/31-11/18 |
| FLEX 107 | imitate intonation and pronunciation. | Students repeat authentic pronunciation after the instructor | | Numbers flashcards | 10/31-11/18 |
| FLEX 108 | perform excerpts from the target language (e.g., songs, proverbs,  idioms, tongue  -twisters). | Students perform songs to help remember vocabulary like numbers | | Numbers song | 10/31-11/18 |
| FLEX 109 | write and/or illustrate familiar words and phrases. | Students complete a worksheets to identify numbers and math equations in Spanish and solving for missing answers in Spanish | | Numbers worksheet | 10/31-11/14 |
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| Differentiated Instruction Opportunities/Overview: students who have difficulty writing are given tracing letters, students may work one on one with the teacher is needed, students may work together with their peers to solve problems | | | | | |
| Cross Curricular Opportunities level: | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
| M.2.OA.1 | use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. | Completing equations using Spanish numbers and words and finding missing answers | Spanish numbers worksheet, flashcards | | 10/31-11/18 |
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| **Teaching Strategies Checklist** | | | | | |
| Writing | | | | | |
|  | Paragraph | | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | | |
|  | Summary | | | | |
|  | Research | | | | |
|  | Detailed answers (text supported) | | | | |
|  | Notes (note taking skills, outlines) | | | | |
|  | Complete sentences | | | | |
| Reading | | | | | |
|  | Informational text | | | | |
|  | Lexile | | | | |
|  | Complex literature |  |  | |  |
|  | Speaking | | | | |
|  | Listening | | | | |
|  | Varied strategies and instructional methods | | | | |
|  | Critical thinking in whole class discussion | | | | |
|  | Student led activities | | | | |
|  | common core standards (literature circles) | | | | |
| Technology | | | | | |
|  | Smart board | | | | |
|  | Computers | | | | |
|  | iPads | | | | |
|  | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
|  | Used multiple resources | | | | |
|  | Domain Vocabulary | | | | |
|  | Cross-Curricular | | | | |
|  | Collaborative engagement (meaningful feedback) | | | | |
|  | Higher level learning and teaching | | | | |
| Assessment | | | | | |
|  | Project based | | | | |
|  | Writing prompt | | | | |
|  | Portfolio | | | | |
|  | Observation | | | | |
|  | Quiz | | | | |
|  | Technology based | | | | |
|  | Test | | | | |
|  | Student created test | | | | |
|  | Presentation | | | | |
|  | Journal | | | | |
|  | Think, pair, share | | | | |
|  | Summary | | | | |
|  | Oral questioning | | | | |
|  | Analogy | | | | |
|  | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
|  | Various activities | | | | |
|  | Inquiry, research and evidence | | | | |
|  | Evidence of time management and planning | | | | |
|  | Problem solving strategies | | | | |
| Summary of unit upon completion: | | | | | |
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