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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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